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ABSTRACT

This manual is designed to accompany reports prepared by the Pennsylvania Department of Education for the 505 school districts in that state, summarizing results of the Educational Quality Assessment. The normative sample is described as being stratified on two dimensions: district enrollment and wealth. Administrative procedures are summarized. Ten goals of education are listed, including both cognitive and attitudinal goals. A table summarizes the tests and questionnaires used to assess accomplishment of these goals. Correlations are presented among these measures for the grade 8 normative sample. Percentile scores for schools are explained and a raw score conversion table is given for each measure; predicted score ranges for schools are based on 35 variables that are used to help interpret score reports. There is a brief discussion of the differences between norm referenced and criterion referenced score interpretation. Item response data are explained and presented for the state norms group. An anonymous but authentic school report is presented as an example. The appendix includes a copy of the teacher questionnaire, tips for working with the news media, and a figure showing the normal curve and percentile equivalents. (CTM)

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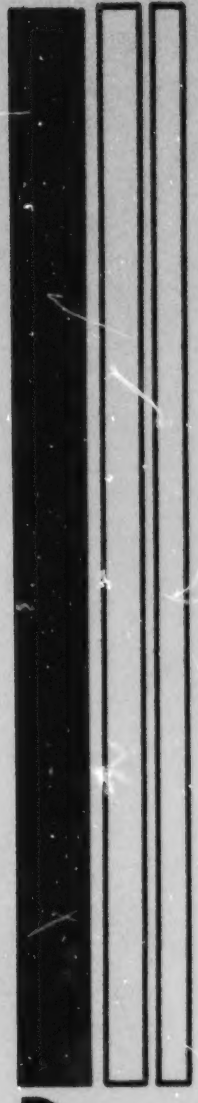
Educational Quality Assessment

Manual for Interpreting INTERMEDIATE School Reports



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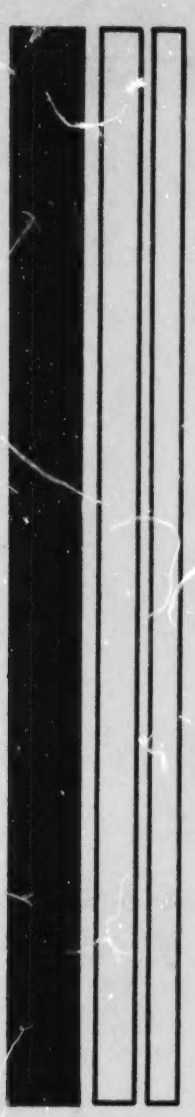
Educational Quality Assessment

Manual for Interpreting INTERMEDIATE School Reports



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Pennsylvania Department of Education
1979

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PREFACE

This manual is designed to accompany school reports for a district. There is an interpretation manual for each of the three levels of schools assessed: elementary, intermediate and secondary. The manuals are not intended to stand alone; they are aids to school administrators and other staff members for understanding the reports of their respective schools.

Another publication complementing the information contained in this manual is *Getting Inside the EQA Inventory* which delves more deeply into the rationale, development and characteristics (reliability, validity, other analyses) of the instruments used to measure the Goals of Quality Education.

With this publication and a school report in hand, the reader should have all the necessary tools to understand and interpret a school report. (A sample, but real, school report with marginal notations is replicated on the color pages of this manual.) Together, they enable one to become thoroughly acquainted with the goals, how they are measured and reported for each school, what the condition variables are, and what scores on these variables mean.

BACKGROUND

Educational Quality Assessment operates under a 1963 legislative mandate (Act 299) that required the State Board of Education to:

> ...develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program....

EQA was operational in 300 of the Commonwealth's 505 school districts from 1970 to 1973 on a voluntary basis. In November 1973, the State Board of Education established a timetable to assess all schools in the Commonwealth during the school years 1973-74, 1974-75 and 1975-76. With the completion of this mandated cycle, EQA was offered on a voluntary basis in 1976-77 to those districts that were assessed in 1973-74. Since extensive revision of the measurement instruments was accomplished in 1977, the State Board elected to make participation in the 1977-78 school year assessment voluntary which policy is currently in effect.

NORMATIVE SAMPLE

It is generally felt that whenever you have a large sample of schools from across the state, the sample should be representative of the state as a whole. However, since the Educational Quality Assessment program at present uses volunteer districts only, it is important to demonstrate that the sample in a given year is proportionally representative of the state. In order to determine this, each district in the state was classified into one of nine cells. The cell limits were determined by splitting the districts on wealth (personal income/weighted average daily membership, WADM) by thirds and size (district enrollment) by thirds.

Personal Income/WADM

District Enrollment	*High* ≥ $19,621	*Medium* $15,431-$19,620	*Low* ≤ $15,430	
Small ≤ 2,465	34/10	39/12	95/29	168/51
Medium 2,466-4,243	52/16	65/20	51/15	168/51
Large ≥ 4,244	82/25	64/19	22/7	168/51
	168/51	168/51	168/51	

Within each cell there are two numbers. The number to the left of the slash represents the total number of districts in the state comprising a cell. The number on the right of the slash represents a 30% sample of the districts in the cell.

The 1978 volunteer districts placed a satisfactory proportion of the total number of districts in each cell. However, the one hundred and twenty-five 1979 volunteer districts do not adequately fill each of the cells. Therefore, it was decided to select districts from the 1978 sample to fill the sample to a 30% level shown above. One hundred and fifty-three districts form a 30% state sample. Districts were selected so that each geographic region [denoted by intermediate units (IUs)] was represented. The 30% state sample contains at least three districts from each IU in the Commonwealth (except IU #2 and IU #26, which are the cities of Pittsburgh and Philadelphia). There were no schools involved in 1978 or 1979 from Pittsburgh or Philadelphia. However, urban districts are included in the 30% sample--Erie, Harrisburg, Lancaster, Reading and Scranton.

ADMINISTRATION PROCEDURES

The superintendent of each participating district, when returning the initial application, appointed a representative to coordinate EQA activities at each of the grade levels. These representatives were scheduled to attend a regional workshop, where their duties and responsibilities were explained. At these meetings the *School Representative's Handbook* and *Monitor's Handbook*, designed to standardize administration procedures, were discussed. In addition, the representatives were briefed on the background of EQA and, by viewing a sample school report, learned what they could expect in return for their efforts.

The district representatives first administered teacher questionnaires (see Appendix A) to gain additional information about the school from the teachers' perspective, as well as information about the teachers. Teachers respond anonymously, placing only the district name and school name on the questionnaire. *All* classroom teachers (i.e., spending more than 50 percent of their time in classroom instruction) are asked to fill out questionnaires; no sampling procedures are used.

The parents of the students to be tested were informed of the questionnaire administration and the purposes of the assessment program. Parents who did not wish to have their children participate could have them excluded by notifying the school principal in writing. Questionnaires were available at the school for review by interested parties.

For grade 8, about half of the districts used individual classrooms exclusively while the other half used large group areas. Therefore, teachers were often used as monitors for the questionnaires.

The administration of the questionnaires took about two hours of student time. Most districts gave all parts of the questionnaire on the same day.

The monitors were given printed directions to standardize its administration. Filling in the parental occupation and education data presented some students a problem at this grade level. Often students in some unique areas found it hard because they could not find an occupation. For example, in the oil-producing areas of Pennsylvania, riggers, drillers, pumpers, etc., were difficult to place into the given occupations.

The students did not place their names on the machine-scorable answer sheets to assure confidentiality and anonymity of responses, but most of the students used the same answer sheets throughout the testing. The students were informed that they could skip any item which they felt was too personal.

The sections of the questionnaire have no time limits for completion. The *Monitor's Handbook* lists time ranges that might be expected for each section but with the direction: *Students should be given ample time to finish each section.*

The envelopes containing the completed teacher questionnaires and the completed student answer sheets were mailed for scanning, scoring,compilation and analysis.

NATURE OF THE QUESTIONNAIRES

The Pennsylvania Student Questionnaires measure, by aggregating student scores, a school's status on the Ten Goals of Quality Education.

PENNSYLVANIA'S TEN GOALS OF QUALITY EDUCATION

Quality education should:

I	**Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.**
II	**Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.**
III	**Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.**
IV	**Help every child acquire a positive attitude toward the learning process.**
V	**Help every child acquire the habits and attitudes associated with responsible citizenship.**
VI	**Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.**
VII	**Give every child opportunity and encouragement to be creative in one or more fields of endeavor.**
VIII	**Help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.**
IX	**Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.**
X	**Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.**

These comprehensive goals, adopted in 1965, were reaffirmed by the State Board of Education in January 1974.

Table 1 contains a summary of the instruments with names for the areas covered for each goal, a description of the scales, the number of items and sample items.

The EQA process now uses *matrix sampling*–a method whereby each student takes only a portion of the total number of items for every measured area. This sampling process permits broadening the scope of the instruments while simultaneously decreasing the time needed for administration. The 1974-77 mathematics test, for example, contained 30 items. Each student was given all 30 items, and a school mean score was the average of the individual student scores on the 30 items. The present mathematics test contains 60 items which are divided into four test forms– 20 mathematics items per form. Although the process for determining a school mean mathematics score is somewhat more complicated, the general idea is to calculate a mean score for each form and then sum the four mean scores. Thus, the maximum possible school mean score would be 15 + 15 + 15 + 15, or 60. The minimum is 0. Although the possible mean score range is 0 to 60, means range from about 28 to 48.

For additudinal measures, responses are not considered right or wrong, but are viewed as falling along a continuum with a preferred direction given. For Goal I, responding STRONGLY AGREE is considered to be the most favorable response to a positive item and is given a weighted score of 3. Weights of 2, 1 and 0 are assigned to the other three responses. The maximum score per form would be 24 (8 items x the weight of 3 for the most preferred response for each item). The minimum would be 0. The maximum school score for Goal I would be 24 + 24 + 24 + 24 or 96, i.e., the maximum score per form summed. Therefore, the theoretical score range for Goal I is 0 to 96.

The interdependence among goal areas is illustrated by the correlation matrix in Table 2. For example, the correlation of 0.72 between Goal I and Goal IV indicates that in schools where self-esteem scores are higher, the school interest scores likewise tend to be higher. This is not to say that a higher self-esteem will cause a student to like school more, or vice versa. Cause-effect conclusions from correlational information is untenable. Also apparent are the high correlations among the cognitive measures - Goals III-V, III-M, III-W, V-K, VIII, IX-K and X.

A more detailed discussion of the development and the rationale for each measuring instrument can be found in *Getting Inside the EQA Inventory*. This publication includes reliability and validity information.

The State Board of Education has recently adopted a new set of twelve goals. The Educational Quality Assessment staff, observing the direction being taken in the goal revision process, incorporated many aspects of the new goals into the present package while still covering the Ten Goals. The main objective in the present assessment is to reflect what educators in the Commonwealth feel would be useful in improving their school programs.

TABLE 1

SUMMARY OF INSTRUMENTS

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
I SELF-ESTEEM	Students are asked to relate their feelings of success and feelings of acceptance – primarily in the school setting.	32 (8)	I am able to mix well with other people. I feel that my teachers understand me. I am able to do many things well in school. My classmates think I have good ideas.	SA = Strongly Agree MA = Mostly Agree MD = Mostly Disagree SD = Strongly Disagree
II UNDERSTANDING OTHERS	Students are asked to respond to approaches and interactions with persons of differing skin color, religious beliefs, physical characteristics, socio-economic status or cultural tradition.	40 (10)	**Would you mind sitting in class beside a student who:** Has few friends because of the way he or she looks? Is very much like you, but whose skin color is different from yours? Is much poorer than you? Belongs to a religion which you do not belong to? Is from another country and doesn't speak English very well?	A = Yes B = I think so C = I don't know D = I don't think so E = No
III-R BASIC SKILLS: READING	**Literal** - comprehension of details, relationships, and major ideas explicitly stated in a passage. **Inferential** - comprehension of details, relationships and major ideas implied in a passage and use of contextual information as a cue to meaning.	48 (12)	[A wide variety of reading materials was used to cover the many different styles, purposes and types of content in written matter the reader encounters in school and leisure]	[Four, multiple-choice options]
III-W BASIC SKILLS: WRITING SKILLS	**Mechanics and usage** - the use of rules and conventions necessary for effective written communication, **Sentence sense** - the use of clear, economical, and effective sentences which avoid the pitfalls of poor writing, **Paragraph organization and development** - the use of coherence, unity, and transition in the organization and development of paragraphs and larger units, **Effectiveness and appropriateness** - the use of the most effective or appropriate tone, style, or flavor for a given purpose, audience, or situation.	60 (15)	Choose the answer that is a complete sentence. Choose the best way of writing the sentence underlined. One night Mother let a roast cook too long in the oven while she talked on the telephone. The roast was burned and blackened, but it was eaten.	A Happily skipping down our street. B Singing happily, I skipped down our street. C Singing and skipping happily down our street. D Skipping down our street and singing happily. A The roast was burned and blackened, but it was eaten. B The burned and blackened roast was nevertheless eaten. C Although the roast was burned and blackened, we ate it. D The roast was burned, blackened, and eaten.

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
III-M BASIC SKILLS: MATHEMATICS	Items measure mathematical concepts, computation and/or problem-solving.	60 (15)	[Items include questions about: number systems, numeration and notation, geometry, measurement, number pattern and relationships, and other topics]	[Four, multiple-choice options]
IV INTEREST IN SCHOOL AND LEARNING	Students are to display their feelings on the climate and learning atmosphere in the school, the educational experiences the school provides, the quality of the personal interactions it fosters between student and educator, and the students' attitudes toward learning.	40 (10)	I like learning social studies in this school. Most of my subjects this year are worthwhile. The school principal really seems to care about students. Most of my classes this year are boring.	SA = Strongly Agree MA = Mostly Agree MD = Mostly Disagree SD = Strongly Disagree
V-A SOCIETAL RESPONSIBILITY	Students are asked if they will assume responsibility for their actions and the actions of groups to which they belong, work cooperatively, demonstrate integrity when dealing with others, and take the initiative and assume leadership, as well as support group efforts as followers.	48 (12)	A student accidentally breaks a school window. If I was that student, I would TELL THE PRINCIPAL OR TEACHER about my breaking the window... even if I would have to pay for the window. since it is the honest thing to do. if the entire class would be punished.	Y = Yes M = Maybe N = No
V-K KNOWLEDGE OF LAW/GOVERNMENT	Three major areas of knowledge were identified as essential to good citizenship. They are broadly described as knowledge of government, knowledge of law and knowledge of interdependence of people.	44 (11)	Which of the following is a violation of criminal law?	A A man disagrees with the President and says so in public. B A man loses control of his car and it runs into your house. C A man steals your TV set while you are out of town. D A man refuses to salute the flag before a ball game.
			Which of the following international organizations is concerned with solving worldwide political, economic, and social problems?	A Common Market B Organization of American States C International Association D United Nations
			Congress is most likely to use which of the following means of settling disagreements among members in order to make a decision?	A veto B compromise C judicial review D violence

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
VI HEALTH AND SAFETY PRACTICES	Students are to demonstrate that they have acquired habits and attitudes which increase the probability of remaining healthy, safe and fit throughout life.	48 (12)	After school, I am talking with friends and someone offers me a cigarette. I would TAKE THE CIGARETTE. . . if the other kids were smoking. if I thought that my parents would not find out. even though I know it could lead to heart or lung disease.	A = Definitely Would B = Probably Would C = Probably Would Not D = Definitely Would Not
VII CREATIVE ACTIVITIES	Activities are included in a wide variety of fields, not only the sciences and the arts, but also the organization of human affairs and the development and exercise of salable skills in the production of any of a host of practical things that enrich our way of living.	40 (10)	During the last three years, how many times have you done the following? Using your own ideas, developed a social studies project or display? Created a sculpture? Written a news item or editorial that was published? Designed a piece of scientific or mechanical equipment, such as a telescope or a compass?	A = Have not done the activity. B = Have done the activity once. C = Have done the activity 2 or 3 times. D = Have done the activity about 5 times. E = Have done the activity about 8 times (or more).
VIII CAREER AWARENESS	The students are queried on their awareness of duties, training, abilities and educational requirements of various occupations, an understanding of the labor market conditions, and skills in gathering such data, such as knowledge of occupational clusters and publications.	40 (10)	Which of the following requires a college degree? Who is most likely to have the highest pay? The need to work with others as part of a team would be most important to a A dietitian would most likely	A bank teller B bookkeeper C economist D transit clerk A beautician B physical therapist C pharmacist D dentist A cartoonist. B movie editor. C pizza baker. D fire fighter. A plan meals. B run a weight-reducing studio. C serve food in a restaurant. D prepare food.

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
IX-A APPRECIATING HUMAN ACCOMPLISHMENTS	Student openness is displayed by a willingness to engage in listening, watching or reading activities relating to significant accomplishments. In addition, the student reaching the higher levels of openness will display willingness to learn about accomplishments and what is entailed in producing them.	64 (16)	WOULD YOU WANT TO: Read a science magazine? Attend a school board meeting? Learn about art from earlier historical periods? Find out more about how a play is put on?	A = Definitely Would B = Probably Would C = Uncertain D = Probably Would Not E = Definitely Would Not
IX-K KNOWLDEGE OF HUMAN ACCOMPLISHMENTS	Students are asked to demonstrate recognition of persons, theories or ideas, works, inventions or phenomena. Students are expected to be able to recognize the names of prominent persons and concepts to which they should have been exposed within the school setting.	60 (15)	What area is most closely related to the following? Electronics Martin Luther King Nutcracker Suite Mona Lisa Alex Haley Marie Curie N.A.T.O. William Shakespeare	M = Music or Dance S = Science, Math or Medicine A = Art (Visual) L = Literature or Drama G = Government or Politics ? = Don't Know
X INFORMATION USAGE	Students are asked to show that they are able to examine problems in a logical way, to identify them properly, to seek whatever information is needed to establish facts, to be aware of the consequences of decisions, and to have the ability to choose courses of action which are most congruent with their own values and desires.	32 (8)	John reads an advertisement in a magazine about a training program offered by the ABC Training School. This school says that it has trained thousands of people for high-paying careers. The cost of their training program is $2,000. Which information is likely to be of the **least** use to John in deciding whether or not to take the ABC training program?	A How many students drop out of the program before they complete it? B How many of the school's graduates have gotten high-paying jobs? C How many teachers and students does the school have? D How much income tax did the school pay last year?

Note: The number appearing in parenthesis indicates the number of items per form.

TABLE 2

CORRELATION COEFFICIENTS AMONG SCHOOL GOAL SCORES - GRADE 8, N=225

1979 Normative Group

		I	II	III-R	III-W	III-M	IV	V-A	V-K	VI	VII	VIII	IX-A	IX-K
I	Self-Esteem													
II	Understanding Others	.53												
III-R	Basic Skills: Reading	.50	.70											
III-W	Basic Skills: Writing	.55	.70	.92										
III-M	Basic Skills: Mathematics	.42	.58	.81	.81									
IV	Interest in School and Learning	.72	.48	.43	.43	.32								
V-A	Societal Responsibility	.29	.42	.24	.16	.04	.46							
V-K	Knowledge of Law/Government	.43	.60	.78	.76	.70	.31	.11						
VI	Health and Safety Practices	.45	.50	.43	.40	.26	.53	.74	.27					
VII	Creative Activities	.00	-.26	-.28	-.22	-.14	-.05	-.30	-.23	-.38				
VIII	Career Awareness	.46	.56	.76	.77	.78	.28	.02	.70	.29	.24			
IX-A	Appreciating Human Accomplishments	.21	.22	-.10	-.11	-.20	.38	.57	-.14	.37	.05	-.28		
IX-K	Knowledge of Human Accomplishments	.45	.56	.75	.79	.73	.28	-.06	.74	.17	-.07	.77	-.20	
X	Information Usage	.51	.65	.88	.87	.83	.43	.17	.75	.39	-.20	.77	-.15	.73

NOTE: All correlation coefficients have been rounded to two decimal places.

$r \geq$ 0.14 is significant at the .05 level.

$r \geq$ 0.18 is significant at the .01 level.

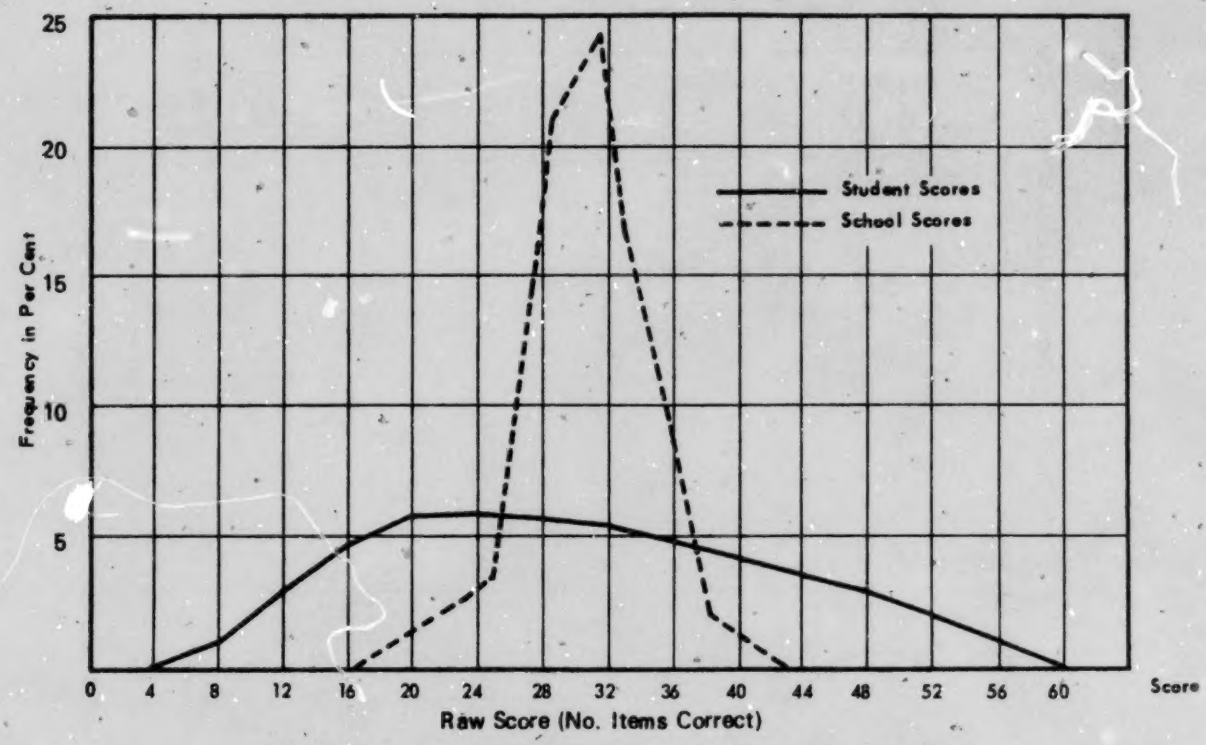
PERCENTILE RANK BY GOAL

The school's percentile rank in the state on each goal is determined by comparing the school score to the scores of a group of *normative* schools. Percentile scores range from 1 to 99. A percentile score of 75, for example, means that 75 per cent of the schools in the state (or, more precisely, the statewide sample) scored lower on the measurement than the school at the 75th percentile. It does not mean that the students of the school answered 75 per cent of the questions correctly or favorably.

Table 3 graphically represents the normative method of scoring by showing, at five-percentile intervals, how the raw score averages for a school translate to percentiles. For example, Upper Penn Junior High School's score of 58.91 on Goal I places the school at the 70th percentile, which means that 70 per cent of the schools statewide had lower school scores on this goal.

The reader may note the small score difference between a 60th percentile score and 65th percentile score. This occurs because of the limited range of school means. In a given school student scores on, say, Goal III-M may range from 8-56, whereas the school mean, or average, score might be 30.31. This is true in each school, as illustrated by the frequency distribution below.

SAMPLE



Comparative Distributions of Student Scores and School Scores on Goal III-M

TABLE 3

1979 PENNSYLVANIA SCHOOL NORMS - GRADE 8 SCHOOLS 1979

PERCENTILE DISTRIBUTION	PERCENTILE RANK	GOAL I SELF-ESTEEM	GOAL II UNDERSTANDING OTHERS	GOAL III-R BASIC SKILLS READING	GOAL III-W BASIC SKILLS WRITING	GOAL III-M BASIC SKILLS MATHEMATICS	GOAL IV INTEREST IN SCHOOL AND LEARNING	GOAL V-A SOCIETAL RESPONSIBILITY	GOAL V-K KNOWLEDGE OF LAW/GOVERNMENT	GOAL VI HEALTH AND SAFETY PRACTICES	GOAL VII CREATIVE ACTIVITIES	GOAL VIII CAREER AWARENESS	GOAL IX-A APPRECIATING HUMAN ACCOMPLISHMENTS	GOAL IX-K KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	GOAL X INFORMATION USAGE	PERCENTILE RANK
	95	62.07	120.68	31.32	40.28	36.69	76.00	66.64	29.01	93.43	53.75	25.82	147.18	35.42	17.19	95
	90	61.30	119.04	30.29	39.70	35.82	73.60	66.11	28.20	92.29	51.77	25.08	144.24	34.16	16.89	90
	85	60.65	117.81	29.70	39.13	34.99	72.00	64.41	27.47	91.30	50.69	24.70	140.30	33.35	16.34	85
	80	60.00	116.71	29.30	38.57	34.61	71.09	63.70	27.01	90.66	50.08	24.41	138.12	32.79	16.15	80
	75	59.47	115.30	28.98	38.25	34.07	70.71	63.18	26.68	89.78	49.39	24.24	136.21	32.31	16.00	75
	70	58.91	114.21	28.84	37.91	33.70	69.75	62.36	26.35	89.22	48.94	24.01	134.85	31.78	15.87	70
	65	58.62	113.73	28.44	37.66	33.34	69.15	62.10	26.16	88.51	48.25	23.85	133.71	31.28	15.56	65
	60	58.36	113.20	28.03	37.42	32.64	68.51	61.49	25.69	88.17	47.79	23.56	132.32	30.69	15.36	60
	55	58.00	112.57	27.59	37.04	32.18	67.98	61.00	25.42	87.72	46.74	23.28	131.44	29.89	15.22	55
	50	57.69	111.89	27.24	36.73	31.88	67.49	60.39	25.27	87.25	46.21	23.06	130.22	29.50	15.01	50
	45	57.37	111.26	26.93	36.38	31.51	66.89	59.64	24.94	86.68	45.57	22.78	129.28	29.14	14.84	45
	40	57.01	110.45	26.69	35.96	31.19	66.17	59.32	24.48	86.26	44.86	22.59	127.98	28.95	14.52	40
	35	56.71	109.68	26.15	35.44	30.76	65.28	58.84	24.30	85.83	44.27	22.41	126.75	28.50	14.33	35
	30	56.51	108.80	25.75	34.84	30.31	64.54	58.39	24.00	85.23	43.79	22.19	126.03	27.82	14.14	30
	25	56.19	108.07	25.31	34.61	29.70	64.15	57.74	23.43	84.60	42.87	21.96	125.15	27.47	13.91	25
	20	55.81	106.81	24.88	34.20	29.13	63.27	57.34	23.18	84.21	42.10	21.73	123.93	27.01	13.73	20
	15	55.55	106.07	24.18	33.38	28.78	61.78	56.62	22.57	83.65	41.23	21.29	122.68	26.38	13.36	15
	10	54.79	104.93	23.34	32.88	27.92	60.95	55.86	21.56	82.96	39.91	20.66	120.88	25.24	13.04	10
	5	53.68	102.79	22.09	31.35	26.11	58.98	55.16	20.49	81.49	38.49	19.92	117.86	23.73	12.35	5
STATE MEAN		57.80	111.74	27.03	36.36	31.80	67.31	60.56	25.00	87.34	46.09	23.01	131.11	29.76	14.91	
STANDARD DEVIATION		2.49	5.58	2.89	2.84	3.30	4.96	3.70	2.67	3.82	4.67	1.93	8.92	3.61	1.56	

PREDICTED SCORE RANGE

One objection frequently raised to normative scoring methodology, as illustrated by percentile rank in the state, is that it fails to incorporate the widely divergent operating conditions of various schools. In a state as large and heterogeneous as Pennsylvania, one can easily think of the vastly different resources–physical facilities, financial resources, teachers and, possibly most importantly, the home conditions which influence the students entering a school–under which schools operate. The Commonwealth contains such disparate school communities as rural-farming areas, coal-mining areas, big cities, small towns, affluent suburbs, working-class suburbs, to name a few.

Some of these diversified conditions place limitations upon what a school can expect in the way of student performance. Other conditions give the schools some distinct advantages. Sometimes the home and community conditions take much of the burden off the school; therefore, it is only logical to take the conditions – about the student, teachers, parents and school – into account in some type of comparison. To do this, information is collected from school and department records, from teachers and from students.

Correlation coefficients are then computed between these quantified conditions and the goal scores for the schools (**see Table 7**). From this set of potential predictors, those conditions which statewide relate most highly to a given goal can be used to calculate (predict) a score range for a school.

The predicted score range does not involve a value judgment about the school. It is based upon the knowledge that other schools in the state, when operating under a similar set of conditions, tend to score in this range.

This methodology allows one to make a second comparison of the school scores: *Are we within our prediction band, above in any goal areas, or below in any areas?* Another way of viewing this question is: *In Goal Y how are we doing compared to schools operating under a similar set of conditions, or schools with resources similar to ours?*

CONDITION VARIABLES

Rationale

The previous section, *Predicted Score Range*, stated that to improve the possibly objectionable or unfair comparisons that percentile ranks alone invite, the Pennsylvania assessment model also includes an input-output component.

Schools around the state have vastly differing resources at their disposal. The differences are not only in the students served but also in teaching staff and financial and parental support.

Measurement

Table 4 describes the 35 variables which were collected to identify the differences in resources among Pennsylvania's schools. The variables came primarily from students (as part of their questionnaires) and teachers (Appendix A–Teacher Questionnaire).

It is extremely important to note how the variable was measured and quantified. High scores for a school on these variables are not necessarily *good*. The numbers attached to these variables are designed to reflect the presence or absence of the characteristic in question (e.g., per cent girls) or to differentiate by quantification one class within the characteristic from another (e.g., *teacher locale* where highest weights are assigned to *outsiders*).

Percentile Rank

For each of the 35 condition variables the school receives its percentile rank compared to the 1979 normative sample. This information is provided so that one can tell not only *what* conditions or resources a school has but also its *relative* conditions. A high percentile likewise does not necessarily imply *good* conditions.

The norm chart (Table 5) gives a more graphic representation of the percentile rank scores in the school report. It illustrates also how much schools differ on a particular variable. Because these distributions use school means, the ranges of values at times can be very narrow, so that a small increase in a school mean value may translate into a large percentile rank change, e.g., *stable* (Stability of student residence).

Item Results

In the school report the condition variables are stated as a school score. In most cases, interpreting a school score is simple and straightforward. For instance, to say that the average class size is 27.9 seems understandable enough. But many variables are scaled in such a way that the mean score, which becomes the school score, disguises much of the information used in its calculation.

As a result, percentage replies by item are included in the school report for some variables obtained from the students and teachers. Although the percentages for a particular school are by themselves meaningful, an additional comparison of these percentages to the statewide figures might amplify the picture for the interpreter. Table 6 includes the statewide percentages of those variables for which item data are included on pages 4-7 of the school report.

Correlation Matrices

Table 7 shows the relationship between a given condition variable and school scores on the 14 areas. Here again the reader is warned against constructing a cause-effect relationship from a correlation.

Table 8, which shows the intercorrelation among the condition variables themselves, although open to the same warning as above, suggests one of the reasons why cause-effect relationships are so dangerous. No variable exists in isolation; many interrelationships exist. The average class size, if changed, would alter the tuition rate and the teacher educational level. It is true, at the same time, that average class size may vary according to the socio-economic level of the community (Parental occupation).

TABLE 4

CONDITION VARIABLES

No.	VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
1	GRENROLL (Grade enrollment)	The school administrator reported enrollment of the grade under consideration.	Actual number of students in the participating grade.	A higher value indicates a larger grade enrollment.
2	PCTTITLI (Percentage of eligible Title I students)	The per cent of students reported to the Department that are eligible for Title I.	Expressed to nearest tenth of a per cent.	A higher value indicates a higher per cent of students from low income families.
3	TUITION (Tuition rate)	The tuition rate established for the school districts was obtained from Department records.	Expressed to nearest whole dollar for 1977-1978.	A higher value indicates that the district claims to expend relatively more funds per student.
4	TLOCALE (Teacher locale)	The teachers reported where they graduated from high school.	0= 100 miles or more from boundaries of the school district 1 = More than 30 miles but less than 100 miles 2= In or within 30 miles	A higher value indicates that the school teaching staff is more often drawn from local areas.
5	TSATPAR (Teacher satisfaction with relationships with parents)	The teachers reported how satisfied they were with their relationships with parents and and parent groups	3 = Very satisfied 2 = Somewhat satisfied 1 = Somewhat dissatisfied 0 = Very dissatisfied	A higher score indicates a greater satisfaction of the teaching staff with the cooperation and contacts they have with parents and parent groups.
6	TEDUC (Teacher education)	The teachers indicated the level of formal education they have attained.	4 = Doctor's degree 3 = Master's degree plus 1 year 2 = Master's degree or equivalency 1 = Bachelor's degree 0 = No degree	A higher value indicates that the school's instructional staff reported a higher level of formal education.
7	TEXPER (Teacher experience)	The teachers reported the total years of service in teaching including the current school year.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.
8	CLSIZE (Class size)	The teachers reported their average class size excluding supervisory duties such as study hall.	Expressed as average class size for all teachers.	A higher value indicates a greater average class size.
9	READTIME (Teacher estimation of reading instruction time) (Grade 5 only)	The teachers reported how many hours the average student spent in direct reading instruction in a typical week.	Expressed as average hours spent.	A higher value indicates a greater amount of time spent in direct reading instruction.
10	MATHTIME (Teacher estimation of mathematics instruction time) (Grade 5 only)	The teacher reported how many hours the average student spent in mathematics instruction in a typical week.	Expressed as average hours spent.	A higher value indicates a greater amount of time spent in mathematics instruction.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
11	EXTRACT (Activities external to the classroom)	The teachers indicated the degree to which each of five statements about their interactions with students constitute a problem in their school.	3 = Negligible problem 2 = Moderate problem 1 = Serious problem 0 = Critical problem	A higher score indicates that the teaching staff has fewer or less severe problems in their interactions with students.
12	TRELATE (Teacher/Student/Parent relationships)	The teachers indicated the degree to which each of nine statements about the interest of the students and the support and interaction with the parents constitute a problem in their school.	Same as EXTRACT	A higher score indicates that the teaching staff feels that the students and parents support and interact with the school more.
13	DISRUPT (Factors disruptive to classroom management)	The teachers indicated the degree to which each of eight statements about factors that affect classroom management in the school constitute a problem for them.	Same as EXTRACT	A higher value indicates that the teaching staff has fewer or less severe problems in classroom management.
14	INFLUENC (Teacher influence upon instructional decisions)	The teachers indicated the degree to which each of nine statements about their influence on learning conditions constitutes a problem in their school.	Same as EXTRACT	A higher value indicates that the teaching staff has a greater influence on decisions which affect the instructional processes.
15	TSTAFF (Staff interpersonal relationships)	The teachers indicated the degree to which each of three statements about staff interaction and support constitute a problem in their school.	Same as EXTRACT	The higher value indicates that the teaching staff and other school staff interact better.
16	DISCPROB (Discipline problems)	The teachers indicated the degree to which each of five statements about the discipline procedures of the school constitute a problem for them.	Same as EXTRACT	The higher value indicates that the teaching staff has fewer or less severe problems with the way discipline is handled in the school.
17	PAREDUC (Parental education)	The higher level of the following two was used: (1) The students reported the highest level of formal education attained by their fathers or male guardians. (2) The students reported the highest level of formal education attained by their mothers or female guardians.	8 = Ph.D. or professional degree 7 = Some work toward Ph.D. or professional degree 6 = Master's degree 5 = Bachelor's degree 4 = Some college, vocational, business school after high school 3 = High school graduate 2 = Some high school, but not a graduate 1 = Completed grade school 0 = None or some grade school	A higher value indicates that the school draws students from homes in which at least one of the parents has a higher average level of formal education.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
18	PAROCC* (Parental occupation)	The highest level of the following two was used: (1) The students reported the occupation most like their fathers' or male guardians found on a list of 148 possible occupations and 6 special categories. (2) The students reported the occupation most like mothers' or female guardians (if employed) on the list of 148 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 99 according to a combination of education needed to secure the occupation and income derived from the occupation. The higher level was used to allow for family support by either the male or female parent.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the higher level parent is employed in higher-paying jobs requiring higher educational levels.
19	OCDESIRE* (Occupational desire) (Grade 11 only)	From the list of 148 occupations mentionad above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in PAROCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.
20	OCEXPECT* (Occupational expectation) (Grade 11 only)	From the list of 148 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in PAROCC above.	A higher value indicates the students expect to attain higher paying jobs requiring a higher educational level.
21	PCTGIRLS (Percent girls)	The students indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of girls in the grade level.
22	RESIDE (Type of community)	The students with the aid of the monitor reported the types of communities in which they were then living.	7 = In Philadelphia or Pittsburgh 6 = Inside a large city (100,000 to 500,000 people.) 5 = Inside a medium size city (10,000 to 100,000) 4 = In a suburb of Philadelphia or Pittsburgh 3 = In a suburb of a large city 2 = In a suburb of a medium size city 1 = In a small town (less than 10,000 people.) 0 = In the open country or in a farming community.	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.
23	PCTWHITE (Percent white students)	The students reported their race.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of white students in the grade level.
24	LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	3 = More than three times a week. 2 = Two or three times a week. 1 = Once a week 0 = Never	A higher score indicates that the students report greater accessibility of the library.

*The occupational weightings were updated and no direct comparisons of raw scores can be made to assessments conducted prior to 1978.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
25	STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 5 years because family changed residence.	4 = My family has not moved within the past 3 years 3 = 2 school buildings 2 = 3 school buildings 1 = 4 school buildings 0 = 5 or more school buildings	A higher value indicates that the students come from families which are less mobile.
26	FAMSIZE (Family size)	The students reported the number of brothers and sisters they have.	Expressed as average number of siblings.	A higher value indicates that the students of the school come from larger families.
27	FAMORDER (Family order)	The students reported the number of older brothers and sisters they have.	0 = 2 1-2 = 1 3-9 = 0	A higher value indicates that the students of the school are more likely to be the eldest in their families.
28	SPARINT (Student perception of parental interest in school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school. (2) My parents feel the school is doing a good job. (3) My parents support what the school does.	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never	A higher value indicates that the students felt their parents have a great interest in the school, a higher opinion of the work of the school, and greater support of the school.
29	HOMEWORK (Amount of homework)	The students reported their estimates of time usually spent on homework from the time they get home from school until they go to bed.	4 = About three hours or more 3 = About two hours 2 = About one hour 1 = Less than one hour 0 = None	A higher value indicates that students of the school spent more time on homework on school nights.
30	TVWATCH (Student time spent watching television)	The students reported their estimates of time usually spent watching television from the time they get home from school until they go to bed.	4 = About five hours or more 3 = About four hours 2 = About three hours 1 = About two hours 0 = About one hour or less	A higher value indicates that students of the school watch more television on school nights.
31	PAREXP (Student perception of parental expectations) (Grades 8 and 11 only)	The students reported their perceptions on: (1) What do your parents encourage you to do? (2) How much schooling do your parents expect you to complete?	For item 1: 3 = To be one of the best students in the class 2 = To be above average student in the class 1 = To be at least an average student 0 = To do just well enough to get by. For item 2: 4 = Beyond college graduation 3 = Graduation from college 2 = Some college or other post-high school training 1 = Graduation from high school 0 = Some high school	A higher score indicates that the students feel that their parents expect them to do well in school and expect them to achieve higher educational levels.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
32	EDEXPECT (Student educational expectations) (Grades 8 and 11 only)	The students reported how far they expect to go in school.	4 = Beyond college graduation 3 = Graduation from college 2 = Some college or other post-high school training 1 = Graduation from high school 0 = Some high school	A higher score indicates that the students of the school have higher educational expectations.
33	STEACHEX (Student perception of teacher expectations) (Grades 8 and 11 only)	The students reported their perception of their teachers' expectations of them.	3 = One of the best students in the class 2 = Above average in the class 1 = At least an average student 0 = A below average student	A higher score indicates that the students of the school feel that teachers expect more effort from them.
34	HOMEREAD (Reading material in the home)	The students reported on five items the amount of reading materials in the home.	Each item was assigned a weight for the amount of that type of reading materials in the home.	The higher value indicates the students report more reading materials in the home.
35	HOMECLIM (Home climate)	The students reported their opinions on 12 items about home conditions. (3 per form)	Very true of me Mostly true of me Mostly untrue of me Very untrue of me	A higher value indicates that the students have more favorable attitudes toward their home conditions.

TABLE 5

1979 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 8 SCHOOLS 1979										
	PERCENTILE RANK	1 GRENROLL	2 PCTTITLI	3 TUITION	4 TLOCALE	5 TSATPAR	6 TEDUC	7 TEXPER	8 CLSIZE	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	378	39.3	1634	1.87	2.38	2.03	14.92	29.22	95
	90	332	32.5	1579	1.78	2.25	1.92	14.08	28.12	90
	85	300	30.9	1507	1.70	2.18	1.85	13.57	27.49	85
	80	281	28.6	1450	1.64	2.14	1.81	13.14	26.98	80
	75	268	27.0	1399	1.59	2.07	1.77	12.94	26.62	75
	70	250	25.6	1364	1.53	2.02	1.73	12.53	26.33	70
	65	241	23.4	1338	1.50	2.00	1.71	12.32	26.03	65
	60	226	20.6	1299	1.45	1.96	1.67	12.10	25.75	60
	55	212	19.0	1286	1.41	1.92	1.63	11.81	25.43	55
	50	198	17.0	1273	1.36	1.88	1.61	11.67	25.12	50
	45	183	15.7	1246	1.32	1.85	1.59	11.29	24.88	45
	40	173	14.4	1227	1.30	1.81	1.57	11.14	24.66	40
	35	163	11.9	1213	1.25	1.77	1.55	10.80	24.00	35
	30	152	11.0	1193	1.19	1.73	1.50	10.65	23.48	30
	25	131	9.6	1164	1.17	1.67	1.48	10.30	23.24	25
	20	117	8.4	1137	1.13	1.64	1.46	9.96	22.90	20
	15	107	6.7	1099	1.08	1.60	1.43	9.58	22.38	15
	10	91	5.6	1052	1.04	1.53	1.38	9.15	22.06	10
	5	70	4.7	1016	0.97	1.40	1.31	8.33	20.92	5
STATE MEAN		209	19.2	1293	1.38	1.88	1.63	11.61	25.06	
STANDARD DEVIATION		108	12.3	196	0.28	0.29	0.21	2.00	2.45	

TABLE 5 (Continued)

1979	PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 8 SCHOOLS							1979
	PERCENTILE RANK	11 EXTRACT	12 TRELATE	13 DISRUPT	14 INFLUENC	15 TSTAFF	16 DISCPBDB	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	12.57	18.76	20.62	22.63	8.42	12.14	95
	90	12.15	17.79	20.25	21.62	8.14	11.36	90
	85	11.90	16.93	19.95	21.32	8.00	10.67	85
	80	11.69	16.47	19.80	20.84	7.86	10.35	80
	75	11.44	15.92	19.60	20.46	7.75	10.22	75
	70	11.33	15.48	19.46	20.03	7.67	10.07	70
	65	11.23	15.12	19.33	19.83	7.56	9.85	65
	60	11.03	14.79	19.05	19.59	7.45	9.69	60
	55	10.88	14.58	18.86	19.44	7.36	9.38	55
	50	10.80	14.16	18.66	19.22	7.28	9.16	50
	45	10.64	13.86	18.52	18.92	7.20	8.95	45
	40	10.43	13.39	18.32	18.73	7.11	8.74	40
	35	10.29	13.08	18.03	18.47	7.02	8.61	35
	30	10.15	12.83	17.93	18.18	6.95	8.29	30
	25	10.02	12.47	17.61	17.91	6.85	8.02	25
	20	9.80	12.24	17.33	17.22	6.74	7.51	20
	15	9.63	11.84	16.96	16.60	6.62	7.05	15
	10	9.12	11.21	16.46	16.22	6.47	6.53	10
	5	8.68	10.26	15.84	14.78	6.00	6.00	5
STATE MEAN		10.74	14.28	18.54	19.03	7.27	9.05	
STANDARD DEVIATION		1.18	2.58	1.52	2.33	0.72	1.82	

TABLE 6 (Continued)

1979 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 8 SCHOOLS 1979									
	PERCENTILE RANK	17 PAREDUC	18 PAROCC	21 PCTGIRLS	22 RESIDE	23 PCTWHITE	24 LIBRARY	25 STABLE	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	4.52	73.61	55.78	4.92	100.00	2.49	3.84	95
	90	4.10	69.55	54.19	4.79	99.17	2.36	3.82	90
	85	3.87	66.16	53.16	3.86	98.86	2.28	3.79	85
	80	3.77	63.85	51.85	3.64	98.57	2.22	3.76	80
	75	3.69	62.05	51.35	2.57	98.31	2.15	3.75	75
	70	3.63	60.38	50.41	1.96	97.87	2.12	3.74	70
	65	3.57	59.47	49.76	1.59	97.56	2.08	3.73	65
	60	3.52	58.11	49.12	1.19	97.00	1.99	3.72	60
	55	3.48	56.80	48.66	1.07	96.67	1.96	3.71	55
	50	3.42	55.48	48.50	1.00	96.43	1.87	3.70	50
	45	3.37	54.91	48.21	0.94	96.05	1.83	3.68	45
	40	3.33	53.97	47.95	0.87	95.79	1.77	3.67	40
	35	3.31	52.83	47.49	0.77	95.38	1.73	3.64	35
	30	3.26	51.81	46.84	0.66	94.86	1.67	3.62	30
	25	3.24	50.75	46.21	0.59	94.32	1.64	3.61	25
	20	3.19	49.95	45.54	0.52	93.20	1.58	3.59	20
	15	3.13	48.89	44.74	0.44	92.34	1.50	3.57	15
	10	3.07	47.87	43.50	0.31	88.80	1.39	3.53	10
	5	2.96	45.48	41.99	0.19	77.72	1.21	3.47	5
STATE MEAN		3.51	57.11	48.63	1.74	93.98	1.88	3.68	
STANDARD DEVIATION		0.48	8.48	4.33	1.61	10.11	0.40	0.12	

TABLE 5 (Continued)

1979	PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 8 SCHOOLS										1979
PERCENTILE DISTRIBUTION	PERCENTILE RANK	26 FAMSIZE	27 FAMORDER	28 SPARINT	29 HOMEWORK	30 TVWATCH	31 PAREXP	32 EDEXPECT	33 STEACHEX	34 HOMEREAD	35 HOMECLIM	PERCENTILE RANK
	95	3.64	1.15	6.04	2.16	2.69	5.46	2.69	1.86	12.42	25.45	95
	90	3.35	1.13	5.85	2.04	2.60	5.28	2.51	1.81	12.12	25.19	90
	85	3.23	1.11	5.75	1.97	2.54	5.13	2.38	1.79	11.99	24.83	85
	80	3.15	1.09	5.67	1.91	2.51	5.01	2.34	1.77	11.94	24.66	80
	75	3.08	1.08	5.58	1.88	2.49	4.93	2.28	1.75	11.85	24.43	75
	70	3.02	1.07	5.53	1.84	2.45	4.88	2.24	1.73	11.78	24.29	70
	65	2.98	1.06	5.45	1.82	2.39	4.84	2.20	1.71	11.69	24.19	65
	60	2.91	1.05	5.39	1.78	2.36	4.80	2.16	1.70	11.63	24.08	60
	55	2.86	1.04	5.34	1.75	2.31	4.75	2.12	1.68	11.57	23.96	55
	50	2.82	1.02	5.30	1.73	2.25	4.68	2.10	1.67	11.48	23.82	50
	45	2.78	1.01	5.26	1.71	2.21	4.62	2.07	1.66	11.41	23.75	45
	40	2.73	0.99	5.17	1.68	2.17	4.59	2.03	1.65	11.30	23.60	40
	35	2.68	0.98	5.08	1.65	2.13	4.55	1.99	1.62	11.22	23.49	35
	30	2.64	0.97	5.04	1.63	2.11	4.52	1.96	1.61	11.12	23.35	30
	25	2.58	0.95	4.97	1.59	2.08	4.45	1.91	1.60	11.04	23.19	25
	20	2.54	0.94	4.88	1.53	2.06	4.39	1.89	1.59	10.98	23.08	20
	15	2.48	0.92	4.74	1.49	2.00	4.34	1.82	1.57	10.89	22.99	15
	10	2.42	0.89	4.60	1.46	1.92	4.27	1.76	1.55	10.71	22.57	10
	5	2.35	0.84	4.48	1.42	1.80	4.16	1.66	1.50	10.49	22.29	5
STATE MEAN		2.88	1.01	5.27	1.74	2.26	4.72	2.11	1.67	11.44	23.86	
STANDARD DEVIATION		0.45	0.10	0.50	0.23	0.31	0.42	0.32	0.12	0.62	0.97	

TABLE 8

STATEWIDE ITEM REPLIES FOR SELECTED CONDITION VARIABLES
(By Percentages)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
TSATPAR (Teacher Satisfaction with Relationships with Parents) In your teaching situation, how satisfied are you with your relationships with parents and parent groups?	21	53	20	4

	Not a Problem	Moderate Problem	Serious Problem	Critical Problem
EXTRACT (Activities External to the Classroom)				
There are too few activities which recognize the talent of our students.	42	38	14	4
There is little emphasis on vocational development.	45	38	13	5
There is no time or place for students and teachers to interact outside of the classroom.	39	40	16	5
Not enough teachers are involved in helping students overcome problems.	31	45	18	4
Not enough teachers actively participate in extracurricular activities.	36	39	18	6
TRELATE (Teacher/Student/Parent Relationships)				
The students in this school aren't really interested in learning.	11	56	27	7
Too many of my students are indifferent to school.	13	48	31	8
There is not enough parent-teacher interaction.	17	43	29	10
Too many parents take little or no interest in their children's school work.	6	34	40	19
The quality of teacher-parent interaction is not good.	22	47	22	6
When a problem arises involving a community group, the teachers have little input into the solution.	20	38	28	12
The parents do not support what the school does.	20	49	23	7
The parents do not place a high value on education.	17	42	29	11
Students in this school have poor study habits.	3	31	42	24
DISRUPT (Factors Disruptive to Classroom Management)				
The different races or ethnic groups don't get along well together.	78	17	3	1
The achievement levels of my students are too heterogeneous.	27	46	20	7
Health and nutrition problems seem to affect the learning of my students.	55	34	8	2
The emphasis on athletics in this school disrupts classroom learning.	53	30	11	6
The competition for grades at this school puts too much pressure on students.	65	28	4	2
My students are chronically absent from school.	35	42	16	7
There are too many outside interruptions during class periods.	39	37	15	9
I have to spend too much time on non-instructional duties.	38	38	16	8
INFLUENC (Teacher Influence Upon Instructional Decisions)				
Physical facilities of this school limit the kinds of programs provided for students.	37	30	18	14
I work with too many students each day.	36	34	18	12
Lack of freedom to teach the way I want to makes me less effective with my students.	74	18	[illegible]	2
Teachers have little control over matters such as textbook selection, curriculum and instructional programs.	62	25	8	4
When new curriculum programs are initiated, I am not consulted or trained.	56	28	10	5
My teaching is limited by the quality of, or lack of, instructional equipment and materials.	50	33	11	5
Having to teach special education students in regular classes is a problem.	50	24	15	10
There is too little teacher input in solving administrative problems.	23	39	23	14
In-service education provided by the district does not meet my needs.	17	28	27	28

TABLE 8 (Continued)

	Not a Problem	Moderate Problem	Serious Problem	Critical Problem
TSTAFF (Staff Interpersonal Relationships)				
The support staff in this school is not cooperative.	64	26	7	3
The teachers don't seem to be able to work well together.	65	27	6	2
There is little interaction among teachers in this school, i.e. everyone is doing his/her own thing.	38	41	15	5
DISCPROB (Discipline Problems)				
Too much time is spent on discipline problems.	34	34	19	13
The values held by the students are in conflict with those of the school.	18	43	28	10
Too little support on discipline is provided by administrators.	35	32	18	14
Too little support on discipline is given by the parents.	9	32	35	23
Disruption of my class(es) by students is a continuing frustration.	37	35	17	11

	Almost Always	Usually	Some-times	Almost Never
SPARINT (Student Perception of Parental Interest in School)				
My parents enjoy hearing about school.	40	29	25	5
My parents feel the school is doing a good job.	21	40	30	8
My parents support what the school does.	15	34	37	12

HOMEWORK (Amount of Homework)

From the time you get home from school until you go to bed, how much time do you usually spend on homework?

About three hours (or more)	4
About two hours	16
About one hour	38
Less than one hour	32
None	10

TVWATCH (Student Time Spent Watching Television)

From the time you get home from school until you go to bed, how much time do you usually spend watching T.V.?

About five hours (or more)	26
About four hours	20
About three hours	23
About two hours	19
About one hour (or less)	11

PAREXP (Student Perception of Parental Expectations)

What do your parents encourage you to do?

To be one of the best students in the class	21
To be an above average student in the class	35
To be at least an average student	32
To do just well enough to get by	4
I can't say	7

How much schooling do your parents expect you to complete?

Beyond college graduation	9
Graduation from college	34
Some college or other post-high school training	11
Graduation from high school	44
Some high school	1

EDEXPECT (Student Educational Expectations)

How far do you expect to go in school?

Beyond college graduation	13
Graduation from college	34
Some college or other post-high school training	15
Graduation from high school	34
Some high school	3

STEACHEX (Student Perception of Teacher Expectations)

What do your teachers expect you to be?

One of the best students in the class	12
Above average in the class	29
At least an average student	32
A below average student	1
Don't know	25

TABLE 7

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL GOAL SCORES
GRADE 8, 1979 NORMATIVE GROUP, N=225

		I	II	III-R	III-W	III-M	IV	V-A	V-K	VI	VII	VIII	IX-A	IX-K	X*
1.	GRENROLL		-.16					-.32		-.22	.28		-.19		
2.	PCTTITLI	-.25	-.31	-.49	-.49	-.57			-.49			-.55	.34	-.56	-.48
3.	TUITION	.16						-.31		-.24	.30			.22	
4.	TLOCALE			-.16			-.17	-.22							-.15
5.	TSATPAR	.26	.32	.41	.43	.45	.27		.31	.19		.40	-.18	.39	.44
6.	TEDUC	.19	.14	.18	.18	.22		-.24	.28			.23	-.16	.31	.18
7.	TEXPER										-.21	.17			
8.	CLSIZE						-.18		.15			.14	-.16		
11.	EXTRACT	.18	.23	.30	.31	.31	.33		.24	.15		.23		.29	.33
12.	TRELATE	.32	.38	.51	.52	.55	.36		.44	.21		.50	-.20	.52	.54
13.	DISRUPT	.22	.28	.41	.41	.44	.20		.32	.19		.34	-.17	.32	.40
14.	INFLUENC		.17	.22	.22	.26	.24		.14			.21		.16	.21
15.	TSTAFF	.14	.16	.15	.20	.22	.25			.14		.17		.15	.21
16.	DISCPROB	.21	.34	.41	.39	.41	.28	.17	.28	.26	-.14	.38		.30	.41
17.	PAREDUC	.39	.39	.51	.56	.61	.21	-.22	.52		.25	.57	-.24	.70	.53
18.	PAROCC	.39	.35	.52	.58	.62	.22	-.25	.51		.23	.57	-.30	.71	.56
21.	PCTGIRLS														
22.	RESIDE	.15		-.17		-.20		-.28		-.20	.25	-.17			
23.	PCTWHITE		.33	.42	.39	.47		.18	.38	.20	-.30	.46	-.26	.28	.36
24.	LIBRARY		.19	.22	.16	.22	.23	.19	.14	.20	-.16	.13			.18
25.	STABLE		.21	.26	.24	.23		.22	.21	.23	-.32	.27			.22
26.	FAMSIZE	-.26	-.27	-.49	-.51	-.49			-.51			-.51	.31	-.59	-.47
27.	FAMORDER	.19	.22	.41	.42	.41			.41			.39	-.23	.47	.36
28.	SPARINT	.62	.56	.55	.57	.50	.71	.16	.49	.35		.50		.50	.55
29.	HOMEWORK	.33	.34	.33	.34	.27	.34	.20	.31	.31		.28	.21	.39	.35
30.	TVWATCH	-.25	-.35	-.48	-.46	-.50	-.34		-.38	-.26		-.42		-.38	-.45
31.	PAREXP	.46	.29	.32	.39	.38	.24	-.25	.37		.26	.41		.58	.38
32.	EDEXPECT	.46	.31	.33	.40	.41	.25	-.24	.41		.28	.42		.58	.41
33.	STEACHEX	.14						-.15			.23				
34.	HOMEREAD	.35	.43	.56	.62	.67	.21	-.14	.54			.63	-.26	.68	.60
35.	HOMECLIM	.56	.37	.25	.28	.14	.49	.27	.26	.35		.25	.23	.20	.26

NOTE: All correlation coefficients have been rounded to two decimal places. Only $r \geq 0.14$ are printed because:

$r \geq 0.14$ is significant at the .05 level.
$r \geq 0.18$ is significant at the .01 level.

*See Table 2 on page 10 for goal descriptors.

TABLE 8

CORRELATION COEFFICIENTS AMONG
SCHOOL CONDITION VARIABLE SCORES
GRADE 8, 1979 NORMATIVE GROUP, N=225

		1	2	3	4	5	6	7	8	11	12	13	14	15	16	17	18	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1.	GRENROLL																														
2.	PCTTITLI																														
3.	TUITION	.30																													
4.	TLOCALE																														
5.	TSATPAR		-.36																												
6.	TEDUC	.19	-.27	.39																											
7.	TEXPER																														
8.	CLSIZE	.30		-.33				-.14																							
11.	EXTRACT		-.26	.21		.48																									
12.	TRELATE		-.46	.16	-.15	.82				.59																					
13.	DISRUPT	-.15	-.33			.49				.46	.63																				
14.	INFLUENC		-.20		-.19	.54			-.25	.58	.62	.54																			
15.	TSTAFF					.45				.61	.48	.51	.52																		
16.	DISCPROB	-.18	-.24			.70				.45	.78	.66	.60	.55																	
17.	PAREDUC	.31	-.49	.45	-.14	.37	.45			.23	.51	.19	.20		.21																
18.	PAROCC	.36	-.61	.42	-.16	.37	.42			.31	.55	.28	.20		.22	.89															
21.	PCTGIRLS											-.16																			
22.	RESIDE	.47		.64	.15	-.16	.30		-.14			-.26			-.29	.24	.24														
23.	PCTWHITE	-.37	-.43	-.36		.27		.22	.16		.25	.41	.17	.16	.37				-.55												
24.	LIBRARY	-.14		-.16	-.20	.20	-.14				.28	.27	.25	.14	.36				-.27	.24											
25.	STABLE	-.39		-.38	.24	.16		.25				.22	.14		.22	-.15	-.18		-.49	.57	.19										
26.	FAMSIZE	-.23	.49			-.28	-.14		-.25	-.16	-.35	-.25			-.15	-.53	-.57			-.30		-.17									
27.	FAMORDER		-.37			.17			.24	.15	.21	.23				.37	.41			.26			-.81								
28.	SPARINT		-.28	.27		.39				.33	.50	.29	.31	.27	.38	.44	.42		.15		.20		-.22	.20							
29.	HOMEWORK			.23						.15	.18					.37	.35						-.30	.21	.37						
30.	TVWATCH		.39	-.14	.30	-.43				-.32	-.49	-.33	-.25	-.19	-.40	-.35	-.42	.23		-.32	-.24				-.47	-.22					
31.	PAREXP	.36	-.21	.46	.15	.17	.36				.29					.78	.68		.41	-.19	-.18	-.15	-.44	.28	.44	.41					
32.	EDEXPECT	.36	-.23	.47		.18	.40				.32					.81	.73	.16	.42	-.19	-.15	-.19	-.46	.30	.43	.44		.94			
33.	STEACHEX	.19		.14												.24	.22	.19	.21	-.22	-.20		-.17				.16	.48	.44		
34.	HOMEREAD	.25	-.63	.21		.43	.33		.17	.31	.53	.38	.21	.19	.31	.69	.70			.38		.15	-.47	.32	.45	.28	-.48	.49	.47		
35.	HOMECLIM				.19						.15					.19	.17		.17			.16			.53	.30		.38	.37	.21	.15

NOTE: All correlation coefficients have been rounded to two decimal places.
Only r ≥ .14 are printed because:

r ≥ .14 is significant at the .05 level.
r ≥ .18 is significant at the .01 level.

CRITERION-REFERENCED SCORING MODEL

Included in each school report is normative information which indicates how a school scored in a given goal area relative to other schools in the state. This scoring method is common in testing where people, for instance, are compared to the *average* person–or the norm. IQ scores are an example of such a scoring procedure by which the *average* person is assigned a score of 100 and others receive scores then relative to the average.

Difficulties in Normative Scoring Procedures

Most people know about *grading on the curve*–another example of normative scoring. Perhaps two somewhat extreme examples will serve to show some real or hypothetical weaknesses in normative scoring.

History test		Math test
70%	A	100%
60		90
60	B	90
50		80
50		80
50		80
50	C	80
40		70
40	D	70
30	F	60

Consider the above two sets of numbers as the scores of a class of 10 students on two tests--a history test and a math test. Assume further that the same girl received an A on each test. She earned her A in history by answering only 70 per cent of the questions correctly, while her A in mathematics required her to answer all the questions correctly. Are these A's equal? Normatively, yes. But the normative scores (A in this case) say nothing of her *mastery* of history versus that of mathematics.

A similar situation exists with the various EQA goal instruments. Should one be content with, say, a 90th percentile score? How far from *perfect* is such a score? The following table of statewide scores illustrates how percentile scores, as normative information, cloud some information:

Goal Y	Goal Z	
		perfect score
99%ile		
50%ile	99%ile	
1 %ile	50%ile	
	1%ile	
		zero score

In Goal Y the range of school scores is not very great, so small changes in a school's raw score would dramatically change its percentile rank.

Secondly, a school at the 1st percentile on Goal Y is not all that far from perfection. On a relative scale, yes, Goal Y is a problem for the 1st percentile school. But, on an absolute basis, one could consider a 1st percentile score on Goal Y less of a problem than a 50th percentile score on Goal Z. In fact, Goal Z's being at the 99th percentile is not all that much to rave about on an absolute basis.

Educators–by their training, constant reinforcement, and possibly the demands or expectations of the public–tend to think normatively. There is nothing wrong with that. But many argue that true improvement in student performance would be enhanced if one were to use some criterion, or better still, some absolute, as one's goal rather than some average score.

The Pennsylvania Model of Criterion-Referenced Scoring for Attitudinal Measures

Consider an item from the Goal I, Self-Esteem instrument:

I am able to mix well with other people.

3	A	Strongly Agree	+
2	B	Mostly Agree	+
1	C	Mostly Disagree	-
0	D	Strongly Disagree	-

Normative scoring — Criterion scoring

In the normative scoring method the degree of favorableness of a student's reply results in a score of 3, 2, 1 or 0. For the same item in the criterion-referenced scoring procedure, a dichotomized approach is used; the student's response is considered either favorable or unfavorable. A criterion of 51 per cent was established for the self-esteem instrument. If a student answers a majority of the items of the eight items of his/her form (five or more) favorably, that student is said to have a *minimum positive attitude* for Goal I. The number of such students is then tallied for the school and expressed as a per cent of all the students completing the inventory. So, one might discover that 65 per cent of the school's 8th grade students have a minimum positive attitude. The other side of that coin, the negative side, is: 35 per cent of the students don't answer even a majority of the items favorably. One might, accepting the 51 per cent criterion, conclude for this school that 35 per cent of the students could use some help, that their self-esteem is lagging.

The criterion-referenced information is given not only for each attitudinal goal but also for the cognitive areas. In those cases, "favorable" is simply equal to "correct." This is a modified criterion-referenced approach in that a school is given not only the per cent of its students satisfying the criterion, but also the per cent of students statewide answering a majority of the items favorably. This forces one back to a normative type of reference. But it appears necessary, as many recipients of assessment, when told that 65 per cent of their students have a minimum positive attitude in self-esteem, ask: *So what? What does that mean? How does that compare with...?* Thus a comparison to the state is included.

How Criterion-Referenced Information is Reported

On page 8 of the school report, the per cent of students in the school with this minimum positive score (one more than half of the items favorable or correct) is given for each measured area and the per cent of students statewide with the corresponding minimum positive score is presented for comparison. Also, similar information is presented for two other criterion levels – a more stringent (two thirds) or less rigorous (one-third) criterion.

ITEM RESPONSE DATA

Item response data is information on the per cent of students (in a school or statewide) that gave each of the possible answers for each of the items on the battery. It is very useful for diagnostic purposes.

In past assessments, item response data were only available for each school on request since it was felt that inclusion of this data in the school report might be overpowering. However, less use was made of this data than would perhaps be expected, possibly because one needed to take special action to get it. Now, since most districts are familiar with the other data in the report, the item response data have been included in the initial status profile.

Since item response data undergo the least manipulation, it is the least subject to question. It can be used as an absolute scale, i.e., the per cent (or number) of students that responded to each of the options presented can be viewed for the facts it presents, regardless of comparative data. For example, if 50 per cent of the students of a school respond *strongly disagree* and another 25 per cent respond *mostly disagree* to the item *"I like school,"* the school administrator knows that many of his/her students are unhappy about their school experiences.

Item response data can also be used with comparative data. For this purpose, the statewide item data are presented on the following pages.

School Item Response Data

In the school report, the item response data are presented by goal by form. For noncognitive scales as in Figure 1 below, the percentages are given for each response with an asterisk (*) signifying the end of the continuum representing a positive approach to the item. For the Figure 1 example, the response options for Goal IV – Interest in School and Learning (found with the statewide item data) are: (1) strongly agree, (2) mostly agree, (3) mostly disagree, and (4) strongly disagree. Therefore, 30 per cent of the students gave the *strongly agree* response to question 1 on Form A (Grade 11), 54 per cent gave a *mostly agree* response and so on. The asterisk indicates that *strongly agree* is the most positive response. The item (found with the statewide item data) is, *"When I make a mistake, my teachers correct me without hurting my feelings."*

FIGURE 1

ITEM FREQUENCY ANALYSIS
GOAL IV – INTEREST IN SCHOOL AND LEARNING

			PER CENT RESPONSE BY OPTION			
FORM	**ITEM**	**OMIT**	**1**	**2**	**3**	**4**
A	1	0	30*	54	10	6
	2	1	23*	51	18	8
	3	0	37*	43	18	2
	4	1	20*	25	25	29
	5	2	80	14	3	1*
	.					
	.					
	.					
	10					

NUMBER OF STUDENTS REPLYING: FORM A (N=29)

For cognitive scales in the school report, the correct answer is marked with an asterisk (*). The per cent of response for each of the distractors (wrong answers) is given for those who wish to delve into the test properties further with a copy of the actual items given. (Test copies will be available for this purpose upon request and justification.)

Statewide Item Data

The statewide item data are organized according to goal by form.

For the noncognitive goals (Goals I, II, IV, V-A, VI (Grades 8 and 11), VII and IX-A), items are given with the per cent of response for each option. The asterisk (*) signifies the most positive response.

For the cognitive areas (Goals III-R, III-W, III-M, V-K, VI (Grade 5), VIII, IX-K, and X), the concept and the classification of each item is given with the per cent correct.

Identification of Items Contributing to Low Goal Scores

For noncognitive scales, one way to identify items which contribute most heavily to a low goal score is to compute the percentage of favorable item responses in a building report. Add the percentages for those options which represent a favorable response to the question; that is, answers which are consistent with a positive attitude. From this school figure, subtract the percentage of favorable responses determined from the statewide item data. A positive value shows that the percentage of students in the building answering in a positive direction exceeded the state figure. Conversely, a negative value indicates that the percentage of students in the building answering in a positive direction is *lower* than the state figure. Those items with the larger negative values are the best candidates for close examination since they probably represent the areas of need. On the other side of the ledger, strong points are suggested by the items having the larger positive values. Figure 2 is an illustration of this procedure.

FIGURE 2

Item	School X	Statewide	Difference
1	84	77	7
2	74	75	-1
3	80	74	6
4	45	43	-2
5	4	17	-13
.	.	.	.
.	.	.	.
.	.	.	.

Using the data from Figure 1, the percentage of favorable responses have been computed and are displayed under the column labeled *"School X."* The adjacent statewide figures came from the state item data. The illustration shows that either positive values or only minor negative values exist for items 1 to 4. Item 5, showing a negative value of 13 percentage points, suggests an area of probable weakness that should be considered.

The same process can be used for cognitive scales. Per cent favorable in these cases would simply be per cent correct.

Identification of Locally Appropriate Items

Since the items employed in the Educational Quality Assessment battery are developed for statewide use, another activity is suggested to provide information on the extent to which the items are appropriate locally. School officials or committees of teachers would classify each item into four categories for each level: (1) taught in earlier grades, (2) taught in target grade, (3) taught in later grades, and (4) not taught in any grade. Comparisons of how students did on each of these classifications could then be made.

In addition, the committee could consider the importance of items, especially those not presently taught at a local level, and local objectives that are not covered by the instruments.

In this way, the school district will be able to compare both the performance of their students and the extent to which the content of the tests coincide with local objectives and instructional programs.

STATEWIDE ITEM DATA

Goal I—SELF-ESTEEM

Form A	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. When I make a mistake, my teachers correct me without hurting my feelings.	21*	56	14	8
2. I don't like to tell my ideas in class if I think others will disagree with me.	24	36	26	14*
3. I am able to do many things well in school.	25*	57	12	5
4. When things go wrong for me, it is usually someone else's fault.	7	16	55	21*
5. My teachers expect better work from me than I am able to do.	17	27	40	15*
6. I feel accepted by my classmates.	33*	49	12	6
7. My teachers usually ignore me.	7	15	49	29*
8. I am good at picking out the right things to study.	12*	54	23	11

Form B				
1. I can give a good report in front of the class.	14*	46	24	16
2. Getting good grades depends more on how the teacher feels about me than on how well I do my work.	11	19	36	33*
3. I often become discouraged in school.	16	29	41	13*
4. I am able to mix well with other people.	30*	53	12	5
5. In class I often feel "put down" by my teachers.	10	15	47	27*
6. I feel that my classmates do not consider me to be important.	11	21	44	24*
7. I feel that my ideas are considered worthwhile by my teachers.	10*	47	30	13
8. When I do well in school, it is more often a matter of luck than effort.	8	12	37	42*

Form C	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. My classmates think I have good ideas.	8*	61	23	7
2. I have a low opinion of my learning ability.	5	17	42	35*
3. My teachers listen to what I have to say.	16*	54	19	11
4. If I don't do well at something in class, it's usually because I didn't try hard enough.	27*	43	19	10
5. I am usually one of the last to be chosen for a group activity.	12	18	41	28*
6. I feel unhappy about my schoolwork.	11	23	46	19*
7. I feel accepted by most of my teachers.	20*	56	15	9
8. I often need someone to help me do my schoolwork.	8	17	45	30*

Form D				
1. I'm proud of my schoolwork.	20*	61	15	5
2. I do not make friends as easily as most other people.	8	18	41	32*
3. I feel that my teachers understand me.	11*	54	23	12
4. Having bad luck keeps me from doing better in class.	9	15	34	41*
5. I often feel that others are better liked than I am.	22	34	32	11*
6. I feel that my classmates have confidence in me.	14*	56	20	9
7. My teachers sometimes make me feel that I'm not good enough.	16	25	39	19*
8. I'm the sort of person who can't do anything in school really well.	8	16	37	38*

Goal II—UNDERSTANDING OTHERS

Form A

	Yes	I think so	I don't know	I don't think so	No
A classmate of yours invites you to go with him or her to an interesting club activity at your school. Only club members and their guests may attend.					
Would you want to go if the classmate is:					
1. A student much richer than you?	37*	23	23	7	10
2. A student whose skin color is different from yours?	42*	26	18	6	7
3. A student who belongs to a religion which you do not belong to?	45*	25	16	6	7
4. A student from another country who doesn't speak English very well?	38*	27	21	7	7
5. A student who is made fun of by many people because of the way he or she looks?	21*	22	30	12	15
For one of your classes each student has been asked to do a project. The teacher chooses several students to judge them.					
Would you mind if the person who judges your project is:					
6. A student who is made fun of by many people because of the way he or she looks?	14	11	16	14	45*
7. A student who is very much like you, but whose skin color is different from yours?	10	10	11	13	56*
8. A student much richer than you?	11	11	14	15	48*
9. A student from another country whose way of life is very different from ours?	10	11	18	17	43*
10. A student who believes things about God and religion which you do not believe?	10	9	16	15	49*

Form B

You need help in planning a class play. All of the students listed below know a lot about plays.					
Would you want a student to help you who:					
1. Is much poorer than you?	36*	19	20	9	16
2. Is from another country whose way of life is very different from ours?	37*	26	21	9	8
3. Is made fun of by many people because of the way he or she looks?	26*	22	28	13	12
4. Has skin which is a different color from yours?	48*	25	16	5	6
5. Believes things about God and religion which you do not believe?	40*	25	20	6	8
Would you mind sitting in class beside a student who:					
6. Is made fun of by many people because of the way he or she looks?	17	14	24	16	29*
7. Has skin which is a different color from yours?	15	12	12	13	49*
8. Is much poorer than you?	14	12	14	14	46*
9. Believes things about God and religion which you do not believe?	14	11	16	14	44*
10. Is from another country whose way of life is very different from ours?	15	12	13	13	47*

Form C

	Yes	I think so	I don't know	I don't think so	No
In one of your classes your teacher has selected a number of your classmates to head committees. Each committee will work on a project for a few weeks.					
Would you mind if the person who heads your committee is:					
1. A student much richer than you?	8	7	13	16	56*
2. A student who belongs to a religion that you do not belong to?	5	7	11	13	65*
3. A student from another country whose way of life is very different from ours?	7	8	14	19	52*
4. A student who has few friends because of the way he or she looks?	9	9	21	20	41*
5. A student who is very much like you, but whose skin color is different from yours?	8	7	10	11	64*
Suppose each person listed below is in your class. Each of them wants to become a good friend of yours.					
Would you want to become friends with:					
6. A student much richer than you?	52*	20	16	5	6
7. A student who believes things about God and religion which you do not believe?	44*	23	20	6	7
8. A student from another country whose way of life is very different from ours?	48*	24	17	5	6
9. A student who has few friends because of the way he or she looks?	28*	20	31	10	11
10. A student whose skin color is different from yours?	51*	22	14	5	8

Form D

In your school each student must share a locker with another student.					
Would you mind if the person who shares a locker with you is:					
1. A student whose skin color is different from yours?	10	7	11	13	59*
2. A student from another country whose way of life is very different from ours?	8	8	15	19	50*
3. A student who is made fun of by many people because of the way he or she looks?	15	12	25	19	30*
4. A student who belongs to a religion which you do not belong to?	9	7	12	12	60*
5. A student much poorer than you?	10	8	12	13	57*
Your class is going to elect a class president.					
Would you be willing to nominate:					
6. A student much poorer than you?	50*	15	18	6	10
7. A student who belongs to a religion which you do not belong to?	56*	17	14	6	7
8. A student whose skin color is different from yours?	58*	17	13	4	8
9. A student from another country whose way of life is very different from ours?	44*	20	19	7	9
10. A student who is made fun of by many people because of the way he or she looks?	26*	17	27	11	17

Goal III-R BASIC SKILLS: READING

Form A		Code	Percent Correct
1.	Literal comprehension - supporting details	LD	71
2.	Inferential comprehension - supporting details	ID	66
3.	Inferential comprehension - supporting details	ID	58
4.	Inferential comprehension - main idea	IM	61
5.	Literal comprehension - supporting details	LD	69
6.	Inferential comprehension - using context cues to predict meaning	IC	55
7.	Inferential comprehension - using context cues to predict meaning	IC	50
8.	Literal comprehension - supporting details	LD	64
9.	Literal comprehension - supporting details	LD	77
10.	Literal comprehension - supporting details	LD	54
11.	Literal comprehension - supporting details	LD	47
12.	Literal comprehension - main idea	LM	52

Form B		Code	Percent Correct
1.	Literal comprehension - supporting details	LD	46
2.	Inferential comprehension - supporting details	ID	60
3.	Inferential comprehension - supporting details	ID	55
4.	Literal comprehension - supporting details	LD	68
5.	Inferential comprehension - supporting details	ID	64
6.	Inferential comprehension - using context cues to predict meaning	IC	67
7.	Inferential comprehension - using context cues to predict meaning	IC	61
8.	Literal comprehension - main idea	LM	53
9.	Literal comprehension - supporting details	LD	43
10.	Inferential comprehension -supporting details	ID	39
11.	Literal comprehension - supporting details	LD	44
12.	Literal comprehension - supporting details	LD	55

Form C		Code	Percent Correct
1.	Literal comprehension - main idea	LM	77
2.	Literal comprehension - supporting details	LD	56
3.	Inferential comprehension - main idea	IM	49
4.	Inferential comprehension - supporting details	ID	48
5.	Inferential comprehension - supporting details	ID	65
6.	Inferential comprehension - supporting details	ID	63
7.	Comprehending word meaning in context	W	48
8.	Literal comprehension - supporting details	LD	36
9.	Literal comprehension - supporting details	LD	54
10.	Inferential comprehension - using context cues to predict meaning	IC	61
11.	Literal comprehension - supporting details	LD	46
12.	Inferential comprehension - main idea	IM	51

Form D		Code	Percent Correct
1.	Inferential comprehension - using context cues to predict meaning	IC	64
2.	Literal comprehension - supporting details	LD	52
3.	Literal comprehension - supporting details	LD	68
4.	Inferential comprehension - main idea	IM	75
5.	Literal comprehension - supporting details	LD	72
6.	Comprehending word meaning in context	W	46
7.	Comprehending word meaning in context	W	60
8.	Literal comprehension - supporting details	LD	25
9.	Literal comprehension - supporting details	LD	58
10.	Literal comprehension - main idea	LM	60
11.	Literal comprehension - main idea	LM	41
12.	Comprehending word meaning in context	W	36

Goal III-W BASIC SKILLS: WRITING SKILLS

Form A	Code	Percent Correct
1. Capitalization; punctuation	A1,2	50
2. Punctuation	A2	37
3. Placing modifiers	B3	74
4. Distinguishing well-formed sentences from fragments or run-ons	B1	82+
5. Combining sentences with clarity	B7	73
6. Paraphrasing sentences	B9	52
7. Using coordination and subordination; combining sentences with clarity	B4,7	65+
8. Combining sentences with economy	B8	35
9. Using connective words	C1	50+
10. Using connective words	C1	51
11. Ordering sentences	C2	58+
12. Determining relevance of ideas to an essay	C4	42
13. Choosing a sentence to develop a topic	C7	66
14. Choosing appropriate language for a given audience	D1	66
15. Including the critical information for a message	D3	70

Form B	Code	Percent Correct
1. Capitalization	A1	58
2. Punctuation	A2	61
3. Rewriting sentences for clarity	B5	76
4. Distinguishing well-formed sentences from fragments or run-ons	B1	74
5. Using coordination and subordination	B4	66+
6. Combining sentences with clarity	B7	66+
7. Combining sentences with clarity	B7	59
8. Using connective words	C1	59
9. Using connective words	C1	69
10. Choosing opening or topic sentences	C6	74
11. Ordering sentences	C2	67
12. Choosing opening or topic sentences	C6	59
13. Choosing a sentence to develop a topic	C7	47
14. Choosing appropriate language for a given purpose	D2	4 +
15. Choosing appropriate language for a given purpose	D2	36

+Item revised in 1979

Form C	Code	Percent Correct
1. Use of regular and irregular verbs; use of negatives	A4,5	73
2. Use of pronouns	A3	61
3. Rewriting sentences for clarity	B5	65+
4. Rewriting sentences for clarity and economy	B5,6	55
5. Distinguishing well-formed sentences from fragments or run-ons	B1	79
6. Transforming sentences with no change in meaning	B2	72+
7. Using coordination and subordination, combining sentences with clarity	B4,7	54
8. Using connective words	C1	53+
9. Using connective words	C1	43+
10. Ordering sentences	C2	44+
11. Ordering sentences	C2	63+
12. Making a transition to a new paragraph	C5	72
13. Choosing appropriate language for a given purpose	D2	79
14. Choosing appropriate language for a given purpose	D2	81
15. Choosing appropriate language for a given audience or purpose	D1,2	36+

Form D	Code	Percent Correct
1. Use of pronouns	A3	68
2. Use of regular and irregular verbs	A4	69+
3. Distinguishing well-formed sentences from fragments or run-ons	B1	76
4. Distinguishing well-formed sentences from fragments or run-ons	B1	70
5. Rewriting sentences for clarity	B5	61+
6. Using coordination and subordination; rewriting sentences for clarity	B4,5	36
7. Combining sentences with clarity	B7	81
8. Combining sentences with clarity	B7	61
9. Using connective words	C1	68
10. Using connective words	C1	61
11. Making a transition to a new paragraph	C5	53
12. Ordering sentences; determining relevance of ideas to an essay	C2,4	57
13. Ordering sentences; determining relevance of ideas to an essay	C2,4	44
14. Choosing appropriate language for a given purpose	D2	78
15. Choosing appropriate language for a given purpose	D2	41+

Goal III-M BASIC SKILLS : MATHEMATICS

Form A	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Multi-digits used in multiplication with renaming	0480	COMP	81
2.	Addition with exact decimal fraction notation	1210	COMP	82
3.	Two sequential operations	0680	COMP	72
4.	Equivalent mixed numeral notation	3025	COMP	84
5.	Multiplication with common fraction notation	1430	COMP	73
6.	Triangles	5150	CONC	42
7.	Metric units for meters or less	6032	CONC	60
8.	Decimal fractions	3110	CONC	55
9.	Relations and functions	3140	PS	27
10.	Powers and roots	2870	COMP	23
11.	Perimeter or circumference of simple closed curves	5280	PS	41
12.	Least common multiple	7060	COMP	21
13.	Weight in metric units	6095	PS	38
14.	Computation related to percent	8008	PS	41
15.	Frequency tables, charts, graphs (bar, line, circle, dot, picture, etc.)	8050	PS	48

Form B	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Multi-digits used in multiplication with renaming	0480	PS	73
2.	Multiplication with decimal fraction notation	1440	COMP	74
3.	Two sequential operations	0680	COMP	57
4.	Subtraction with common fraction notation, equal denominators (like fractions)	1290	COMP	67
5.	Computation related to percent; multi-digits used in subtraction with renaming; multi-digits used in addition with renaming	8008 0330 0229	PS	40
6.	Equivalent decimal fraction notation with terminating decimals	3030	COMP	72
7.	Quadrilaterals	5160	CONC	49
8.	Exponential notation	3120	CONC	47
9.	Addition computation	2110	COMP	59
10.	Area of plane figures	5290	PS	34
11.	Frequency tables, charts, graphs (bar, line, circle, dot, picture etc.)	8050	PS	69
12.	Multiples	7055	COMP	53
13.	Weight in metric units	6095	CONC	39
14.	Proportion (including rate pairs)	8002	PS	68
15.	Logic in depth	8135	PS	35

Form C	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Ordering non-negative rational numbers: greater than; less than; equal to; not equal to; between	1090	CONC	66
2.	Reasoning	8130	PS	71
3.	Greatest common factor	7050	COMP	82
4.	Division by ten or greater numbers	0660	COMP	66
5.	Subtraction with common fraction notation, unequal denominators (unlike fractions)	1300	COMP	54
6.	Distance in metric units for lengths longer than a meter	6065	CONC	27
7.	Equivalent percent notation	3035	CONC	50
8.	Division with decimal fraction notation	1550	COMP	60
9.	Circles	5180	CONC	23
10.	Kinds of angles	5125	CONC	58
11.	Equivalent common fraction notation	3020	CONC	27
12.	Volume of solids	5300	PS	39
13.	Frequency tables, charts, graphs (bar, line, circle, dot, picture, etc.)	8050	PS	47
14.	Odd and even number	7000	CONC	33
15.	Ratio	8000	COMP	41

Form D	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Division by multiples of ten	0665	COMP	74
2.	Equivalent common fraction notation	3020	CONC	60
3.	Subtraction with decimal fraction notation	1310	COMP	61
4.	Weight in English and non-standard units	6090	PS	37
5.	Rounding numbers	3100	CONC	49
6.	Ordering integers: greater than; less than; equal to or not equal to; between	2030	CONC	62
7.	Similarity: scale drawing	5255	PS	72
8.	Addition with common fraction notation, unequal denominators (unlike fractions)	1200	COMP	53
9.	Polygons: general properties	5145	CONC	53
10.	Estimation	8150	CONC	54
11.	Operations related to demoninate numbers (feet/inches)	6120	PS	49
12.	Measures of central tendency: average, mean, mode, median	8060	COMP	18
13.	General number, sequence and patterns	7082	COMP	64
14.	Factors and primes	7010	CONC	43
15.	Computation related to percent	8008	PS	52

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Goal IV—INTEREST IN SCHOOL AND LEARNING

Form A	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. Most of my classes are taught in an interesting way.	8*	56	26	11
2. The courses offered in this school are very useful to me.	18*	58	18	6
3. Teachers help us when we need them.	29*	52	12	6
4. There is too much stress in this school on learning facts.	14	32	42	11*
5. I like learning English in this school.	18*	36	23	23
6. There are not enough activities outside of regular classes offered in this school.	24	23	29	23*
7. My teachers are interested in how well I do my assignments.	25*	51	17	7
8. Most of my classes this year are boring.	19	29	39	13*
9. Teachers put students under too much pressure in this school.	17	26	44	14*
10. There are interesting activities to look forward to in this school.	22*	42	22	14

Form B	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. Most of my teachers explain to me how they grade my assignments and tests.	26*	52	14	7
2. There isn't much to do in this school except go to classes.	16	24	34	26*
3. There is no way for the students to get the principal to make changes.	23	29	32	15*
4. I enjoy my work at school.	11*	49	22	17
5. I like learning social studies in this school.	19*	36	22	23
6. I usually find it easy to pay attention in my classes in school.	12*	53	22	12
7. Students are often given the chance to tell their ideas about how school could be made better.	12*	32	32	23
8. The rules of this school are unfair to students.	13	23	45	19*
9. Most of the teachers in this school are interested in students.	17*	52	20	11
10. Most of my teachers really seem to care that I am able to learn what they teach.	23*	50	17	9

Form C	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. Most of my teachers do a good job of teaching.	19*	64	11	5
2. When I work hard on schoolwork, my teachers praise my effort.	10*	43	32	14
3. No one listens to student ideas about how to make school better.	20	28	34	17*
4. The school principal really seems to care about students.	28*	41	17	13
5. Many of my school assignments are a waste of time.	15	22	42	19*
6. In most of my classes I enjoy getting involved in class activities.	28*	49	16	7
7. Students are not given enough chance to take part in class.	10	23	46	21*
8. I like learning science in this school.	26*	34	18	21
9. Most of my courses are taught in a way I can understand.	22*	55	15	8
10. Teachers and students don't get along very well in our school.	14	25	43	18*

Form D	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. Most of my subjects this year are worthwhile.	18*	64	13	5
2. I think the activities (such as clubs, band and sports) offered in this school are worthwhile.	47*	40	9	5
3. Every day in this school is about the same.	31	45	17	7*
4. I feel I am learning a lot in my courses.	18*	61	15	6
5. Teachers in this school explain exactly what they expect in their courses.	16*	50	24	10
6. I like learning mathematics in this school.	30*	39	17	14
7. Most of my teachers won't listen to my opinion if it is different from theirs.	13	23	40	24*
8. School is usually interesting enough to keep me from getting bored.	9*	45	27	18
9. The teachers in this school do not give enough praise when you do well.	15	31	41	12*
10. Students in this school are treated like real people.	15*	45	23	17

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Goal V-A--SOCIETAL RESPONSIBILITY

Form A	Yes	Maybe	No
A. A student is in a large crowd of people on a street corner. The crowd is protesting about something. People pick up rocks and start throwing them at windows. In this situation, I would ALSO THROW ROCKS. . .			
1. if I thought I would not get caught.	15	27	58*
2. even if I thought someone might get hurt.	8	14	78*
3. if I agreed with what the crowd was protesting about.	30	34	37*
B. A student is on a street corner with a group of friends when a fire breaks out across the street. Police officers come to tell the group to move out of the area. In this situation, I would OBEY THE POLICE. . .			
4. if the crowd would be in the way of the fire-fighters.	85*	9	7
5. even if most of my friends were staying in spite of the police officer's order.	55*	27	19
6. if the police might get rough if the group stayed.	63*	18	19
C. A student is in a club at school. The student is asked by the club president to work on the field trip committee, even though the student had asked not to be placed on that committee. If I was the student, I WOULD WORK ON THE FIELD TRIP COMMITTEE. . .			
7. because the club president might give me a good job later.	35*	37	27
8. if I knew the other club members would be angry at me for not serving.	30*	39	31
9. since everyone must do his/her part to make the club worthwhile.	60*	26	14
D. A student is on the street corner with friends during the lunch hour at school. His/her friends start throwing snowballs at passing cars. In this situation, I would ALSO THROW SNOWBALLS. . .			
10. if I probably wouldn't get caught.	30	23	47*
11. even if there was a school rule against it.	21	24	55*
12. if my friends would tease me for not throwing snowballs.	23	29	47*

Form B	Yes	Maybe	No
A. A student is at an amusement park with some friends. The student sees that a worker running one of the rides won't let a person on the ride because that person is of a different race. In this situation, I would PROTEST TO THE WORKER. . .			
1. even if the worker might make trouble for me.	47*	40	13
2. even if my friends would make fun of me for doing so.	42*	38	20
3. if I knew it was against the law for the worker to prevent the person from riding.	61*	22	17
B. A student comes back from lunch and finds that someone has put paper and trash on his/her desk. The student asks who did it but no one will answer. In this situation, I would CLEAN UP THE MESS MYSELF. . .			
4. if I knew that otherwise the teacher would keep me after school.	46*	24	30
5. since by doing so, my friends would realize how childish the act really was.	45*	31	24
6. even if I thought the others would make fun of me for cleaning up the mess.	34*	32	34
C. A student is in the classroom with his/her class when the teacher is called away for a few minutes. Several of the student's friends start to throw paper planes and make noise. In this situation, I would try to GET THEM TO STOP PLAYING AROUND AND TO BE QUIET. . .			
7. because if caught, the teacher would keep the whole class in after school.	45*	28	26
8. if there were school rules against throwing paper planes and making excessive noise.	33*	35	32
9. even if my friends would be angry with me for not joining in on the fun.	27*	35	38
D. A student is shopping in a store and sees a person taking some things from the shelf and placing them in a hidden bag. In this situation, I WOULD REPORT THE THIEF TO THE STORE MANAGER.			
10. even if my friends would make fun of me.	38*	28	34
11. even if I would have to spend several days testifying at the person's trial.	31*	29	39
12. because law-breakers should be brought to justice.	54*	24	22

Form C	Yes	Maybe	No
A student gets a dog. A city law requires that a $10 dog tag be bought by the dog's owner. In this situation, I would BUY THE TAG. . .			
1. if the fine for not having a tag was $25.	62*	22	16
2. if the dog might be more easily lost or stolen without a tag.	68*	21	11
3. since owners are responsible for their dogs.	74*	18	8
B. A student gets a test paper back from the teacher with an "A" on it which really should be a "C." The teacher misscored the test. If this was my test paper, I would TELL THE TEACHER. . .			
4. even if I needed an "A" to pass the course.	41*	31	29
5. even if my friends would think I was silly to have told the teacher about it.	44*	31	25
6. because it is simply the right thing to do regardless of whether I got a "C."	54*	25	21
C. A student is at a basketball game with some friends. Before the game, the National Anthem is being played and the flag is being raised. In this situation, I would STAND FOR THE FLAG THROUGHOUT THE ENTIRE NATIONAL ANTHEM. . .			
7. even if someone yelled at me to sit down.	50*	29	21
8. if it were a school rule to stand during the Anthem.	72*	17	11
9. even though my friends were not standing.	42*	32	25
D. A student is walking down the street and sees some kids shooting at the street lights with BB guns. If I was that student, I would TELL THE LOCAL OFFICIALS (POLICE). . .			
10. because if I didn't tell, I might be blamed for breaking the lights.	35*	31	33
11. even if my schoolmates would make fun of me for telling.	28*	35	37
12. because the lights are needed to protect everyone who walks or drives at night.	56*	24	20

Form D	Yes	Maybe	No
A. A student accidentally breaks a school window. If I was that student, I would TELL THE PRINCIPAL OR TEACHER about my breaking the window. . .			
1. even if I would have to pay for the window.	44*	35	20
2. since it is the honest thing to do.	59*	27	14
3. if the entire class would be punished if the person who broke the window were not caught.	57*	22	21
B. A student is with friends in the hall. The student sees a new student standing alone. In this situation, I would HAVE MY FRIENDS MEET THE NEW STUDENT. . .			
4. if I knew the student were a good student and might help me with my homework.	22*	28	49
5. even if my friends would be upset with me.	32*	43	25
6. if the student had a hard time making friends.	62*	27	11
C. A student is with a group of friends. Some of them begin to make fun of another student. In this situation, I would also MAKE FUN OF THE STUDENT. . .			
7. if the student had once made fun of me.	45	31	24*
8. even if the school had strict rules against it.	19	35	45*
9. if my friends would approve of my doing it.	17	35	48*
D. A student is on traffic control duty after school. The student sees two classmates fighting nearby. If I was the student on duty, I would STOP THE FIGHT. . .			
10. even if they might attack me instead of each other.	38*	32	30
11. because my job includes enforcing rules against fighting.	60*	25	15
12. even if my friends would think I were foolish for stopping the fight.	45*	33	22

Goal V-K—KNOWLEDGE OF LAW/GOVERNMENT

Form A		Per Cent Correct
1.	Governor of Pennsylvania	76
2.	Responsibilities of a criminal trial jury	76
3.	Process of entrance into war in U.S.	29
4.	Democratic process	64
5.	Operation of political parties in a democracy	60
6.	Judicial branch of government	60
7.	Powers of local, state and national governments	57
8.	Number of Senators per state	51
9.	Definition of conflict	77
10.	Definition of United Nations	54
11.	Classification of inheritance laws	31

Form B		Per Cent Correct
1.	Location of U.S. Capitol	78
2.	Example of "checks and balances"	31
3.	Meaning of judicial review	54
4.	Definition of "checks and balances"	34
5.	Process of changing a law	63
6.	Relationship of political parties and law	46
7.	Definition of compromise	51
8.	Legislative branch of government	50
9.	Types of "war"	68
10.	Process of changing a law	46
11.	Definition of "Bill of Rights"	68

Form C		Per Cent Correct
1.	Vice-President of U.S.	54
2.	Purpose of governments	58
3.	Identification of law enforcement officials	51
4.	Definition of veto	57
5.	Example of criminal law	76
6.	Purpose of laws	63
7.	Definition of interdependence	45
8.	Voting age	74
9.	Purpose of United Nations	66
10.	Activity of local governments	56
11.	Rights of government leaders	50

Form D		Per Cent Correct
1.	Capital of Pennsylvania	79
2.	Process of changing the Constitution	26
3.	Definition of repeal	51
4.	Functions of Congress	61
5.	Identification of rights of U.S. citizens	73
6.	Identification of legal processes	65
7.	Definition of United Nations	65
8.	Definition of regulatory law	43
9.	Definition of conflict	69
10.	Executive branch of government	52
11.	Purpose of Emancipation Proclamation	30

Goal VI—HEALTH AND SAFETY PRACTICES

Form A	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
E. Teams for several sports are being formed in our school. Everyone who signs up can play on a team. I would SIGN UP FOR A SPORT I WAS INTERESTED IN...				
1. if it would help me get in better shape.	45*	42	9	3
2. even though it would leave me tired after practice.	33*	49	13	4
3. even though few of my friends were going to play.	30*	46	19	5
F. My friends are having a party. Someone brings some beer. I would DRINK SOMETHING ELSE INSTEAD OF BEER...				
4. even though everyone else was drinking beer.	30*	21	23	25
5. even though we would not get caught.	30*	24	21	25
6. if there were others not drinking beer.	32*	22	20	25
G. Several of my friends are in the school hallway. They want to have a race down the steps to the first floor. I would RACE WITH THEM...				
7. if I thought that we would not get caught.	24	32	23	21*
8. if I thought that I could win the race.	23	31	26	20*
9. if I thought that my friends would call me a chicken if I didn't race.	17	29	28	25*
H. We learn in health class that breakfast should be eaten every morning. I would EAT BREAKFAST EVERY MORNING...				
10. even though I had to get up earlier to eat breakfast.	37*	30	21	11
11. even though I would have to wash my own dishes.	28*	33	24	15
12. even though I had to make it myself.	38*	35	16	10

Form B	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
E. Some kids are going to have a volleyball game. I would CHOOSE TO PLAY...				
1. even though few of my friends were going to play.	27*	49	18	4
2. even though the other players were much better than I.	21*	49	24	6
3. even though it was going to be a hot and sweaty game.	28*	48	18	6
F. While at home alone, I get a headache. I go to the medicine cabinet and find my mother's headache pills. I would TAKE ONE OF MY MOTHER'S PILLS...				
4. if I thought that it was the same kind of headache my mother gets.	14	25	25	36*
5. if I thought that the pill might stop my headache quickly.	20	28	21	31*
6. even though I thought that my parents might NOT like me to take it.	8	15	29	48*
G. After a hot afternoon, I come home hot and sweaty. I would TAKE A SHOWER OR BATH BEFORE GOING TO BED...				
7. even though I had already taken a shower that morning.	69*	20	6	5
8. even though I didn't smell very bad.	62*	25	8	5
9. even though I would miss my favorite TV show.	44*	31	16	9
H. Some of my classmates are walking outside during the lunch hour. When one girl is not looking, a friend says, "Let's trip her." I would STOP MY FRIEND FROM TRIPPING HER...				
10. even though the others wanted us to trip her.	25*	39	25	11
11. even though we probably wouldn't get caught.	24*	38	26	12
12. even though I didn't like the girl.	18*	32	31	19

Form C	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
E. As I am getting ready for a party I notice that I have a slight fever and sore throat. I would GO TO THE PARTY...				
1. if I knew that all my best friends would be at the party.	28	45	10	7*
2. if I did not feel very sick.	39	44	12	5*
3. if I thought that the party might make me feel better.	41	41	13	6*
F. A group of friends are playing "chicken" on their bikes. The "winner" is the one who rides the farthest with his eyes closed. If I was one of these people, I would PLAY THE GAME...				
4. if I thought that I might not be hurt.	19	34	25	22*
5. if I thought that it would be fun to take a chance.	14	30	31	25*
6. if I thought that I could show my friends how brave I was.	12	25	32	31*
G. I am at a party with some friends. They pass around a marijuana cigarette and start to smoke it. I would TRY THE CIGARETTE...				
7. if I thought we would not get caught.	18	17	16	48*
8. if all my friends decided to smoke it.	17	18	16	48*
9. even though my friends said I didn't have to.	15	16	17	51*
H. I am learning how to play tennis. A friend who is a good player asks me to play at a local tennis court. I would AGREE TO PLAY...				
10. even though there would be a lot of people watching.	33*	45	16	7
11. even though it was a hot day.	31*	49	14	5
*2. even though my friend was a much better player than I.	35*	48	11	6

Form D	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
E. My parents give me a 10-speed bicycle for my birthday. My little sister asks me to give her a ride even though the bicycle was not built for two people. I would GIVE HER A RIDE...				
1. if I knew that she would cry when I didn't.	10	35	29	25*
2. if I thought that there was only a small chance to get in a wreck.	8	36	29	27*
3. if I knew that I could ride the bike very well.	22	40	20	18*
F. After school, I am talking with friends and someone offers me a cigarette. I would TAKE THE CIGARETTE...				
4. if the other kids were smoking.	13	16	17	55*
5. if I thought that my parents would not find out.	13	16	16	55*
6. even though I know it could lead to heart or lung disease.	11	14	16	59*
G. My classmates are planning a hiking trip. I would CHOOSE TO GO ON THE HIKE...				
7. even though it would be a six-mile hike.	48*	37	9	5
8. even though most of my friends were not going.	18*	33	37	12
9. even though it was supposed to be very cloudy that day.	17*	36	33	13
H. I am watching TV with a friend who has a cold. My friend is drinking a glass of soda and offers me some. I would DRINK FROM MY FRIEND'S GLASS...				
10. if I was thirsty but didn't feel like getting up to get my own glass.	8	17	27	48*
11. if I could drink from the other side of the glass.	9	24	27	40*
12. if I had a cold already.	13	27	25	34*

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Goal VII—CREATIVE ACTIVITIES

During the last three years, how many times have you done the following?

A = Have not done the activity.
B = Have done the activity once.
C = Have done the activity 2 or 3 times.
D = Have done the activity about 5 times.
E = Have done the activity about 8 times (or more).

Form A

		A	B	C	D	E
1.	Written a paper giving a scientific explanation for a natural principle, event or experiment?	44	20	22	7	7*
2.	Designed a piece of scientific or mechanical equipment, such as a telescope or a compass?	61	17	12	5	4*
3.	Written a theme or composition expressing your feelings about a personal experience, such as raising a pet or seeing something beautiful?	28	20	27	12	12*
4.	Written fiction such as a story or a scene from a play?	35	21	22	11	11*
5.	Created a painting that expresses your thoughts and feelings about something, such as an event, a place or a person?	38	21	21	10	10*
6.	Made drawings or sketches which express your own ideas?	17	18	24	14	27*
7.	Developed your own recipe or your own changes in a recipe?	45	19	17	9	10*
8.	Acted in a scene or play before an audience larger than a classroom group?	27	25	27	12	9*
9.	Played a musical instrument before an audience larger than a classroom group?	50	13	13	9	14*
10.	Developed a plan for promoting a candidate, an activity or a club?	49	22	16	7	6*

Form B

		A	B	C	D	E
1.	Devised a demonstration or made a model or display to show a scientific principle, such as the water cycle or the solar system?	53	21	17	5	4*
2.	Written a science report describing a project you did?	29	26	28	10	7*
3.	Written the words for a song?	52	19	14	7	7*
4.	Designed a decorative object, such as a mobile, a mosaic or something to hang on a wall?	18	19	30	15	17*
5.	Written a news item or editorial that was published?	67	13	10	5	5*
6.	Designed a useful object, such as a piece of furniture, a vase or quilt?	29	25	26	11	8*
7.	Designed a plan or organized a group to solve a problem of your community or school?	61	18	12	5	3*
8.	Developed a new play or strategy for use in a sport?	43	18	17	9	12*
9.	Written the melody for a piece of music?	64	15	10	6	5*
10.	Given a humorous or entertaining talk to an audience?	54	18	13	7	7*

Form C

		A	B	C	D	E
1.	Written a poem which expresses your own thoughts or feelings?	37	20	24	8	10*
2.	Written a script for a radio or TV broadcast, play, skit or movie?	62	17	13	5	4*
3.	Using your own ideas, done a science experiment using chemicals or physical principles?	40	19	21	9	12*
4.	Designed the plans for a building, bridge or other structure?	62	13	12	6	6*
5.	Using your own ideas, decorated an inside area, such as a stage, a gymnasium or a room?	38	20	22	9	10*
6.	Created a sculpture?	47	23	18	7	5*
7.	Made up an act or routine for an athletic activity, such as gymnastics, swimming, or baton twirling?	38	18	20	10	14*
8.	Performed your own magic or novelty act?	53	20	14	6	6*
9.	Performed a dance routine that you worked out?	55	16	14	7	8*
10.	Written a paper or given a talk explaining your own ideas about an important social issue such as equal opportunity, or the control of nuclear weapons?	57	18	13	6	5*

Form D

		A	B	C	D	E
1.	Solved a math problem in a way that you developed?	33	16	22	8	19*
2.	Written a review expressing your own opinion about a book, film or TV program?	34	19	25	12	10*
3.	Written a letter to the editor or a public official giving your opinion?	64	16	11	5	3*
4.	Designed and carried out a science experiment using plants or animals?	35	23	23	10	9*
5.	Used your own pattern or your own changes in an existing pattern to design an article of clothing?	50	19	17	8	6*
6.	Designed an arrangement of colors, lines or shapes to express your own ideas?	26	21	24	12	17*
7.	Used your own ideas to prepare a musical arrangement?	51	19	15	7	7*
8.	Using your own ideas, developed a social studies project or display?	23	26	30	13	8*
9.	Sung in front of a class or a larger audience, using your own interpretation of the music?	60	15	12	6	6*
10.	Designed a research study to find out something about your community, such as its history or public opinion about a local issue?	53	21	14	6	6*

Goal VII-A—ATTITUDE TOWARD CREATIVE ACTIVITIES

In the future, how much time would you like to spend doing the activity?

N = No time.
VL = Very little time.
S = Some time.
GD = A great deal of time.

Form A	N	VL	S	GD
1. Written a paper giving a scientific explanation for a natural principle, event or experiment?	36	25	31	7*
2. Designed a piece of scientific or mechanical equipment, such as a telescope or a compass?	32	23	32	14*
3. Written a theme or composition expressing your feelings about a personal experience, such as raising a pet or seeing something beautiful?	23	22	37	17*
4. Written fiction such as a story or a scene from a play?	26	22	34	17*
5. Created a painting that expresses your thoughts and feelings about something, such as an event, a place or a person?	25	22	33	20*
6. Made drawings or sketches which express your own ideas?	14	19	36	31*
7. Developed your own recipe or your own changes in a recipe?	29	22	32	16*
8. Acted in a scene or play before an audience larger than a classroom group?	22	21	32	24*
9. Played a musical instrument before an audience larger than a classroom group?	39	17	23	20*
10. Developed a plan for promoting a candidate, an activity or a club?	32	25	31	13*

Form B	N	VL	S	GD
1. Devised a demonstration or made a model or display to show a scientific principle, such as the water cycle or the solar system?	37	25	31	7*
2. Written a science report describing a project you did?	27	27	34	11*
3. Written the words for a song?	29	18	31	21*
4. Designed a decorative object, such as a mobile, a mosaic or something to hang on a wall?	16	19	39	25*
5. Written a news item or editorial that was published?	36	23	27	12*
6. Designed a useful object, such as a piece of furniture, a vase or quilt?	16	17	38	28*
7. Designed a plan or organized a group to solve a problem of your community or school?	33	25	29	12*
8. Developed a new play or strategy for use in a sport?	23	21	32	23*
9. Written the melody for a piece of music?	40	20	24	15*
10. Given a humorous or entertaining talk to an audience?	32	23	28	16*

Form C	N	VL	S	GD
1. Written a poem which expresses your own thoughts or feelings?	36	27	29	7*
2. Written a script for a radio or TV broadcast, play, skit or movie?	34	22	32	12*
3. Using your own ideas, done a science experiment using chemicals or physical principles?	26	22	33	17*
4. Designed the plans for a building, bridge or other structure?	36	21	26	16*
5. Using your own ideas, decorated an inside area, such as a stage, a gymnasium or a room?	19	18	37	25*
6. Created a sculpture?	29	24	31	14*
7. Made up an act or routine for an athletic activity, such as gymnastics, swimming, or baton twirling?	26	20	28	24*
8. Performed your own magic or novelty act?	36	27	26	11*
9. Performed a dance routine that you worked out?	42	19	22	17*
10. Written a paper or given a talk explaining your own ideas about an important social issue such as equal opportunity, or the control of nuclear weapons?	41	25	23	11*

Form D	N	VL	S	GD
1. Solved a math problem in a way that you developed?	26	26	37	11*
2. Written a review expressing your own opinion about a book, film or TV program?	25	26	36	12*
3. Written a letter to the editor or a public official giving your opinion?	37	25	28	8*
4. Designed and carried out a science experiment using plants or animals?	22	22	36	19*
5. Used your own pattern or your own changes in an existing pattern to design an article of clothing?	34	20	29	17*
6. Designed an arrangement of colors, lines or shapes to express your own ideas?	21	24	36	19*
7. Used your own ideas to prepare a musical arrangement?	39	22	23	14*
8. Using your own ideas, developed a social studies project or display?	21	27	37	15*
9. Sung in front of a class or a larger audience, using your own interpretation of the music?	52	18	18	12*
10. Designed a research study to find out something about your community, such as its history or public opinion about a local issue?	35	27	26	11*

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Goal VIII—CAREER AWARENESS

Form A		Percent Correct
1.	Salary and pay	37
2.	Job functions	64
3.	Education and training	53
4.	Job functions	52
5.	Education and training	45
6.	Job functions	36
7.	Education and training	52
8.	Job functions	60
9.	Job functions	51
10.	Occupational clusters	70

Form C		Percent Correct
1.	Education and training	48
2.	Education and training	49
3.	Job functions	58
4.	Salary and pay	45
5.	Job functions	66
6.	Job functions	56
7.	Job functions	83
8.	Job functions	59
9.	Occupational clusters	83
10.	Education and training	67

Form B		Percent Correct
1.	Education and training	56
2.	Job functions	63
3.	Occupational clusters	37
4.	Abilities required	56
5.	Job functions	69
6.	Job functions	78
7.	Abilities required	55
8.	Job functions; working conditions	69
9.	Job functions	47
10.	Salary and pay	78

Form D		Percent Correct
1.	Salary and pay	52
2.	Education and training	34
3.	Job functions	47
4.	Job functions	43
5.	Job functions	46
6.	Job functions	70
7.	Education and training	69
8.	Abilities required; job functions	56
9.	Job functions; abilities required	63
10.	Occupational clusters	78

Goal IX-A--APPRECIATION OF HUMAN ACCOMPLISHMENTS

Form A

WOULD YOU WANT TO:	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Find out how a composer writes music?	13*	19	21	25	21
2. Read books written by well-known American writers?	12*	31	27	20	11
3. Hear a famous writer read from his or her works?	10*	19	25	27	18
4. Visit a research laboratory to see scientists at work?	32*	33	16	12	8
5. Talk to officials to learn about your local government?	12*	23	26	22	16
6. Learn about art from earlier historical periods?	15*	24	24	22	16
7. Learn about the life of a famous artist, such as a painter or sculptor?	13*	21	25	24	17
8. Learn more about the system of laws our country has developed?	11*	25	29	20	14
9. See a world-famous play?	24*	28	22	13	13
10. Attend a panel discussion on new advances in science?	14*	23	25	22	16
11. Attend a meeting of the United Nations?	22*	23	22	17	16
12. Learn about ways scientists are helping us clean up our rivers and the air we breathe?	25*	35	21	11	7
13. Listen to music from earlier historical periods?	9*	17	22	25	27
14. Learn about how the movements and steps of a dance are put together?	22*	26	21	16	15
15. Learn how new scientific discoveries are made?	21*	29	24	15	10
16. Learn more about ways countries use to get along with each other without fighting?	16*	27	29	16	11

Form B

WOULD YOU WANT TO:	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Learn more about how laws are made by our government?	15*	26	26	21	11
2. Learn about how scientists help farmers grow better crops?	13*	25	24	26	12
3. Attend a talk given by a world-famous scientist?	16*	22	21	24	16
4. Go to a concert to hear world-famous musicians play many kinds of music?	28*	28	21	13	10
5. Own a collection of books written by famous authors?	18*	25	27	19	11
6. Attend a school board meeting?	8*	14	22	26	29
7. Read stories written by authors from other parts of the world?	14*	30	26	18	12
8. Visit a display showing modern trends in art?	19*	29	22	18	13
9. Learn about the life of a famous dancer?	10*	16	23	26	25
10. Learn more about theories that have been developed to explain why people do the things they do?	18*	30	25	17	10
11. Learn how experts can tell what kind of weather we will have?	18*	32	24	17	10
12. Learn more about what makes a movie great?	26*	34	22	12	7
13. Find out more about what scientists are doing to develop new types of energy?	18*	26	23	19	14
14. Hear artists, such as painters or sculptors, tell how they make works of art?	14*	23	25	21	16
15. Find out more about how people in other countries have been helped by the Peace Corps?	9*	19	31	24	17
16. Hear world-famous singers sing a number of kinds of music?	28*	28	21	12	10

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Form C

WOULD YOU WANT TO:	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Learn about how a poet writes a poem?	8*	17	22	29	25
2. Read books that are considered classics, ageless through time?	7*	20	25	27	20
3. Listen to music from other parts of the world?	11*	26	24	23	16
4. Go to a play that has many songs in it?	13*	25	24	21	17
5. Spend a day with a mayor to see what he or she does?	19*	28	21	18	14
6. Attend a display of paintings by a famous artist?	16*	26	23	20	16
7. Look at works of art from other parts of the world?	17*	29	22	18	14
8. See a famous dancer perform?	20*	23	21	18	18
9. Learn more about new uses of atomic energy?	15*	21	23	20	21
10. Learn about business and industry by visiting factories and businesses?	17*	32	23	17	11
11. Visit a science museum?	29*	31	18	12	10
12. Listen to police officers or lawyers give a talk about their work?	13*	26	25	19	16
13. Learn more about governmental agencies, such as the Federal Bureau of Investigation or the Department of Agriculture?	14*	23	25	21	17
14. Learn about the life of a famous scientist?	11*	21	25	24	19
15. Find out more about how underwater organisms are being used to supply food and energy?	17*	27	25	17	13
16. Find out more about how a play is put on?	15*	22	24	21	17

Form D

WOULD YOU WANT TO:	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Read a science magazine?	9*	26	25	25	16
2. Visit a display of famous art objects, such as sculpture?	14*	28	21	22	15
3. Spend some time at a political campaign office to find out more about how people are elected?	7*	15	21	30	27
4. Own a collection of all the musical works written by a composer?	10*	15	20	27	27
5. Visit a science fair?	18*	31	21	15	13
6. Learn how new scientific findings can be used to help preserve our forests and wildlife?	24*	30	22	14	10
7. See a movie that was made in another country?	18*	36	26	11	8
8. Learn about the life of a famous composer?	7*	14	24	28	27
9. Listen to a stockbroker tell how the stock market works?	7*	13	20	26	35
10. Watch an artist make an art object or paint a picture?	23*	34	19	13	10
11. Learn more about what it takes to become a successful actor or actress?	25*	26	22	16	11
12. Learn about the life of a famous writer?	7*	17	27	28	22
13. Find out more about how people in other countries live?	14*	33	28	15	10
14. Learn more about styles of famous writers?	6*	14	26	30	24
15. Attend a session of Congress?	15*	19	19	20	27
16. Look at a display showing new ways energy from the sun is being used?	20*	31	22	14	13

Goal IX-K—KNOWLEDGE OF HUMAN ACCOMPLISHMENTS

Form A	Per Cent Correct
1. Science, math or medicine	61
2. Music or dance	47
3. Literature or drama	18
4. Government or politics	34
5. Music or dance	48
6. Science, math or medicine	32
7. Art (visual)	27
8. Science, math or medicine	73
9. Government or politics	7
10. Music or dance	56
11. Science, math or medicine	77
12. Music or dance	42
13. Literature or drama	64
14. Science, math or medicine	75
15. Literature or drama	46

Form C	Per Cent Correct
1. Music or dance	34
2. Science, math or medicine	50
3. Music or dance	36
4. Literature or drama	76
5. Science, math or medicine	45
6. Literature or drama	76
7. Science, math or medicine	25
8. Music or dance	59
9. Literature or drama	63
10. Government or politics	27
11. Music or dance	38
12. Science, math or medicine	51
13. Arts (visual)	81
14. Science, math or medicine	38
15. Government or politics	69

Form B	Per Cent Correct
1. Literature or drama	67
2. Science, math or medicine	61
3. Literature or drama	63
4. Music or dance	69
5. Science, math or medicine	86
6. Music or dance	66
7. Government or politics	9
8. Science, math or medicine	61
9. Arts (visual)	43
10. Science, math or medicine	33
11. Music or dance	80
12. Government or politics	35
13. Literature or drama	33
14. Music or dance	13
15. Science, math or medicine	77

Form D	Per Cent Correct
1. Music or dance	59
2. Science, math or medicine	44
3. Arts (visual)	38
4. Science, math or medicine	50
5. Government or politics	68
6. Music or dance	33
7. Science, math or medicine	37
8. Music or dance	49
9. Literature or drama	57
10. Science, math or medicine	75
11. Literature or drama	82
12. Science, math or medicine	49
13. Music or dance	42
14. Literature or drama	41
15. Government or politics	49

Goal X—INFORMATION USAGE

Form A		Percent Correct
1.	Drawing inferences	54
2.	Information seeking	53
3.	Information seeking	35
4.	Consequences and values	48
5.	Information seeking	50
6.	Information seeking	43
7.	Consequences and values	28
8.	Drawing inferences	30

Form B		Percent Correct
1.	Drawing inferences	50
2.	Information seeking	34
3.	Consequences and values	44
4.	Consequences and values	58
5.	Information seeking	36
6.	Consequences and values	55
7.	Information seeking	51
8.	Information seeking	26

Form C		Percent Correct
1.	Drawing inferences	39
2.	Consequences and values	39
3.	Consequences and values	43
4.	Drawing inferences	50
5.	Consequences and values	66
6.	Consequences and values	48
7.	Consequences and values	48
8.	Information seeking	59

Form D		Percent Correct
1.	Drawing inferences	49
2.	Information seeking	49
3.	Information seeking	77
4.	Drawing inferences	70
5.	Consequences and values	59
6.	Drawing inferences	39
7.	Information seeking	32
8.	Consequences and values	31

Educational Quality Assessment

School Report: A Status Profile

DISTRICT:
COUNTY:
I.U. NUMBER:
NO. 5-8-11 BLDGS.:
SCHOOL NAME:
LEVEL:
SCHOOL BLDG. NO.:
SUPERINTENDENT:
REPRESENTATIVE:
TELEPHONE:
STRUCTURE:

SAMPLE SCHOOL REPORT

These color pages duplicate portions of an authentic school report, and data represent an actual Pennsylvania school.

Pennsylvania Department of Education 1979

1. STUDENT OUTCOMES:

A. GENERAL SUMMARY:

Shortened name for the goal

Number of students who were given scores for this goal

Average (mean) of the raw student scores

Percentile rank in the state of this school in this goal area

Mean raw score range predicted for the school

GOAL	AREA	NUMBER STUDENTS	SCHOOL SCORE	SCHOOL %ILE	PREDICTED SCORE RANGE
I	SELF-ESTEEM	265	56.48	30	55.37 - 58.96
II	UNDERSTANDING OTHERS	264	109.27	35	105.67 - 113.94
III-R	BASIC SKILLS: READING	267	28.91	70	25.26 - 29.04
III-W	BASIC SKILLS: WRITING SKILLS	267	37.42	60	34.35 - 37.95
III-M	BASIC SKILLS: MATHEMATICS	267	34.80	80	30.31 - 34.25
IV	INTEREST IN SCHOOL AND LEARNING	265	60.63	10	61.69 - 68.06
V-A	SOCIETAL RESPONSIBILITY	266	57.64	25	55.90 - 61.24
V-K	KNOWLEDGE OF LAW/GOVERNMENT	266	25.79	60	23.09 - 26.88
VI	HEALTH AND SAFETY PRACTICES	266	84.78	25	82.39 - 88.41
VII	CREATIVE ACTIVITIES	261	42.38	20	41.70 - 49.94
VIII	CAREER AWARENESS	267	24.01	70	22.14 - 24.59
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS	264	123.53	20	119.23 - 134.37
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	256	30.48	60	27.85 - 32.12
X	INFORMATION USAGE	267	15.13	55	13.42 - 15.45

Percentiles are rounded to the nearest 5th

FOR COMPLETE INFORMATION, SEE MANUAL FOR INTERPRETING SCHOOL REPORTS, 1979; HARRISBURG: PENNSYLVANIA DEPARTMENT OF EDUCATION.

B. PERCENTILE BANDS BY GOALS:

Sixty-six per cent of the schools will in theory fall in the prediction band

CONFIDENCE INTERVALS

Distances based on z-scores (see Appendix B)

PERCENTILES

GOAL	AREA	1 1 2 3 4 5 6 7 8 9 9 9 9 1 2 5 0 0 0 0 0 0 0 0 0 5 8 9
I	SELF-ESTEEM	XXXXXAXXXXXXXXX
II	UNDERSTANDING OTHERS	XXXXXXAXXXXXXX
III-R	BASIC SKILLS: READING	XXXXXXXXXXXAX
III-W	BASIC SKILLS: WRITING SKILLS	XXXXXXXXXXAXXX
III-M	BASIC SKILLS: MATHEMATICS	XXXXXXXXXXXX A
IV	INTEREST IN SCHOOL AND LEARNING	A XXXXXXXXXXX
V-A	SOCIETAL RESPONSIBILITY	XXXXXXAXXXXXXX
V-K	KNOWLEDGE OF LAW/GOVERNMENT	XXXXXXXXXXAXXXXX
VI	HEALTH AND SAFETY PRACTICES	XXXXXXAXXXXXXXXX
VII	CREATIVE ACTIVITIES	AXXXXXXXXXXXXXXX
VIII	CAREER AWARENESS	XXXXXXXXXXAXXXXX
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS	XXXXXXXXXAXXXXXXXXXX
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	XXXXXXXAXXXX
X	INFORMATION USAGE	XXXXXXXXXXA

If A is next to X band, check page 2 to determine if within band

N.B. AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

"M" IS USED TO REPRESENT THE MEDIAN (50TH %ILE).

THE BAND OF X'S IS THE PREDICTION BAND.

2. CONDITION VARIABLES:

Percentiles are rounded to the nearest 5th

Number of teachers who responded to these items

VARIABLE NAME		VAR. NO.	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
GRADE ENROLLMENT	These were obtained from administrative records	1	GRENROLL	280.00	80	0
PERCENTAGE OF TITLE I STUDENTS		2	PCTTITLI	8.70	20	0
TUITION RATE		3	TUITION	1436.00	80	0
TEACHER LOCALE	These were obtained from teacher questionnaire (See Appendix A)	4	TLOCALE	1.48	65	40
SATISFACTION WITH RELATIONSHIPS WITH PARENTS		5	TSATPAR	1.79	35	39
TEACHER EDUCATION		6	TEDUC	1.58	40	40
TEACHER EXPERIENCE		7	TEXPER	13.03	75	40
CLASS SIZE		8	CLSIZE	26.48	75	40
TEACHER ESTIMATION OF READING INSTRUCTION TIME (GR. 5 ONLY)		9	READTIME	0.0	These items were not collected at Grades 8 and 11	
TEACHER ESTIMATION OF MATHEMATICS INSTRUCTION TIME (GR.5 ONLY)		10	MATHTIME	0.0		
ACTIVITIES EXTERNAL TO THE CLASSROOM		11	EXTRACT	11.28	65	40
TEACHER/STUDENT/PARENT RELATIONSHIPS		12	TRELATE	14.78	60	40
FACTORS DISRUPTIVE TO CLASSROOM MANAGEMENT		13	DISRUPT	19.85	80	40
TEACHER INFLUENCE UPON CLASSROOM DECISIONS		14	INFLUENC	18.63	40	40
STAFF INTERPERSONAL RELATIONSHIPS		15	TSTAFF	7.18	45	40
DISCIPLINE PROBLEMS		16	DISCPROB	8.03	25	40

These item replies can be compared to statewide item replies given on Table 6

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5. TSATPAR (TEACHER SATISFACTION WITH RELATIONSHIPS WITH PARENTS)

	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED
IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIPS WITH PARENTS AND PARENT GROUPS?	15%	51%	31%	3%

****

11. EXTRACT (ACTIVITIES EXTERNAL TO THE CLASSROOM)

	NOT A PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM	CRITICAL PROBLEM
THERE ARE TOO FEW ACTIVITIES WHICH RECOGNIZE THE TALENT OF OUR STUDENTS.	36%	41%	13%	10%
THERE IS LITTLE EMPHASIS ON VOCATIONAL DEVELOPMENT.	80%	20%	0%	0%
THERE IS NO TIME OR PLACE FOR STUDENTS AND TEACHERS TO INTERACT OUTSIDE OF THE CLASSROOM.	23%	65%	13%	0%
NOT ENOUGH TEACHERS ARE INVOLVED IN HELPING STUDENTS OVERCOME PROBLEMS.	40%	53%	8%	0%
NOT ENOUGH TEACHERS ACTIVELY PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.	33%	48%	10%	10%

12. TRELATE (TEACHER/STUDENT/PARENT RELATIONSHIPS)

THE STUDENTS IN THIS SCHOOL AREN'T REALLY INTERESTED IN LEARNING.	5%	73%	20%	3%
TOO MANY OF MY STUDENTS ARE INDIFFERENT TO SCHOOL.	8%	48%	35%	10%
THERE IS NOT ENOUGH PARENT-TEACHER INTERACTION.	10%	53%	30%	8%
TOO MANY PARENTS TAKE LITTLE OR NO INTEREST IN THEIR CHILDREN'S SCHOOL WORK.	5%	38%	45%	13%
THE QUALITY OF TEACHER-PARENT INTERACTION IS NOT GOOD.	18%	55%	23%	5%
WHEN A PROBLEM ARISES INVOLVING A COMMUNITY GROUP, THE TEACHERS HAVE LITTLE INPUT INTO THE SOLUTION.	21%	41%	33%	5%
THE PARENTS DO NOT SUPPORT WHAT THE SCHOOL DOES.	15%	54%	23%	8%
THE PARENTS DO NOT PLACE A HIGH VALUE ON EDUCATION.	13%	63%	20%	5%
STUDENTS IN THIS SCHOOL HAVE POOR STUDY HABITS.	3%	33%	50%	15%

13. DISRUPT (FACTORS DISRUPTIVE TO CLASSROOM MANAGEMENT)	NOT A PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM	CRITICAL PROBLEM
THE DIFFERENT RACES OR ETHNIC GROUPS DON'T GET ALONG WELL ENOUGH TOGETHER.	98%	3%	0%	0%
THE ACHIEVEMENT LEVELS OF MY STUDENTS ARE TOO HETEROGENEOUS.	23%	50%	28%	0%
HEALTH AND NUTRITION PROBLEMS SEEM TO AFFECT THE LEARNING OF MY STUDENTS.	68%	30%	3%	0%
THE EMPHASIS ON ATHLETICS IN THIS SCHOOL DISRUPTS CLASSROOM LEARNING.	35%	53%	8%	5%
THE COMPETITION FOR GRADES AT THIS SCHOOL PUTS TOO MUCH PRESSURE ON STUDENTS.	75%	20%	5%	0%
MY STUDENTS ARE CHRONICALLY ABSENT FROM SCHOOL.	55%	40%	5%	0%
THERE ARE TOO MANY OUTSIDE INTERRUPTIONS DURING CLASS PERIODS.	53%	38%	8%	3%
I HAVE TO SPEND TOO MUCH TIME ON NON-INSTRUCTIONAL DUTIES.	58%	35%	8%	0%

14. INFLUENC (TEACHER INFLUENCE UPON INSTRUCTIONAL DECISIONS)				
PHYSICAL FACILITIES OF THIS SCHOOL LIMIT THE KINDS OF PROGRAMS PROVIDED FOR STUDENTS.	5%	3%	28%	65%
I WORK WITH TOO MANY STUDENTS EACH DAY.	48%	30%	15%	8%
LACK OF FREEDOM TO TEACH THE WAY I WANT TO MAKES ME LESS EFFECTIVE WITH MY STUDENTS.	95%	3%	3%	0%
TEACHERS HAVE LITTLE CONTROL OVER MATTERS SUCH AS TEXTBOOK SELECTION, CURRICULUM AND INSTRUCTIONAL PROGRAMS.	80%	18%	0%	3%
WHEN NEW CURRICULUM PROGRAMS ARE INITIATED, I AM NOT CONSULTED OR TRAINED.	73%	20%	5%	3%
MY TEACHING IS LIMITED BY THE QUALITY OF OR LACK OF INSTRUCTIONAL EQUIPMENT AND MATERIALS.	40%	53%	8%	0%
HAVING TO TEACH SPECIAL EDUCATION STUDENTS IN REGULAR CLASSES IS A PROBLEM.	54%	31%	10%	5%
THERE IS TOO LITTLE TEACHER INPUT IN SOLVING ADMINISTRATIVE PROBLEMS.	23%	43%	30%	5%
IN-SERVICE EDUCATION PROVIDED BY THE DISTRICT DOES NOT MEET MY NEEDS.	10%	25%	40%	25%

15. TSTAFF (STAFF INTERPERSONAL RELATIONSHIPS)				
THE SUPPORT STAFF IN THIS SCHOOL IS NOT COOPERATIVE.	68%	23%	5%	5%
THE TEACHERS DON'T SEEM TO BE ABLE TO WORK WELL TOGETHER.	65%	33%	3%	0%
THERE IS LITTLE INTERACTION AMONG TEACHERS IN THIS SCHOOL, I.E., EVERYONE IS DOING HIS/HER OWN THING.	23%	58%	20%	0%

16. DISCPROB (DISCIPLINE PROBLEMS)				
TOO MUCH TIME IS SPENT ON DISCIPLINE PROBLEMS.	18%	38%	33%	13%
THE VALUES HELD BY THE STUDENTS ARE IN CONFLICT WITH THOSE OF THE SCHOOL.	10%	55%	25%	10%
TOO LITTLE SUPPORT ON DISCIPLINE IS PROVIDED BY ADMINISTRATORS.	15%	38%	28%	18%
TOO LITTLE SUPPORT ON DISCIPLINE IS GIVEN BY THE PARENTS.	5%	45%	30%	20%
DISRUPTION OF MY CLASS(ES) BY STUDENTS IS A CONTINUING FRUSTRATION.	30%	43%	18%	10%

2. CONDITION VARIABLES CONTINUED:

Percentiles are rounded to the nearest 5th

VARIABLE NAME	VAR. NO.	ACRONYM	MEAN	SCHOOL %TILE	NUMBER REPLYING
PARENTAL EDUCATION	17	PAREDUC	3.57	65	264
PARENTAL OCCUPATION	18	PAROCC	59.47	65	267
OCCUPATIONAL DESIRE (GR. 11 ONLY)	19	OCDESIRE	0.0	These items were not	
OCCUPATIONAL EXPECTATION (GR. 11 ONLY)	20	OCEXPECT	0.0	collected at Grade 8	
PER CENT GIRLS	21	PCTGIRLS	47.94	40	267
TYPE OF COMMUNITY	22	RESIDE	0.63	30	267
PER CENT WHITE STUDENTS	23	PCTWHITE	97.00	60	267
ACCESSIBILITY OF LIBRARY	24	LIBRARY	1.46	15	266
STABILITY OF STUDENT RESIDENCE (Collected from students)	25	STABLE	3.72	60	266
FAMILY SIZE	26	FAMSIZE	2.50	15	265
FAMILY ORDER	27	FAMORDER	1.10	80	265
STUDENT PERCEPTION OF PARENTAL INTEREST IN SCHOOL	28	SPARINT	4.92	20	262
AMOUNT OF HOMEWORK	29	HOMEWORK	1.64	30	264
STUDENT TIME SPENT WATCHING TELEVISION	30	TVWATCH	2.21	45	263
STUDENT PERCEPTION OF PARENTAL EXPECTATIONS (GR. 8 & 11 ONLY)	31	PAREXP	4.55	35	265
STUDENT EDUCATIONAL EXPECTATIONS (GR. 8 & 11 ONLY)	32	EDEXPECT	2.10	50	265
STUDENT PERCEPTION OF TEACHER EXPECTATIONS (GR. 8 & 11 ONLY)	33	STEACHEX	1.65	40	265
READING MATERIAL IN THE HOME	34	HOMEREAD	11.38	45	265
HOME CLIMATE	35	HOMECLIM	23.88	50	261

These item replies can be compared to statewide item replies given on Table 6

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28. SPARINT (STUDENT PERCEPTION OF PARENTAL INTEREST)

	ALMOST ALWAYS	USUALLY	SOMETIMES	ALMOST NEVER
MY PARENTS ENJOY HEARING ABOUT SCHOOL.	35%	27%	34%	4%
MY PARENTS FEEL THE SCHOOL IS DOING A GOOD JOB.	18%	37%	35%	9%
MY PARENTS SUPPORT WHAT THE SCHOOL DOES.	10%	31%	42%	17%

****

29. HOMEWORK (AMOUNT OF HOMEWORK)

FROM THE TIME YOU GET HOME FROM SCHOOL UNTIL YOU GO TO BED, HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK?

ABOUT THREE HOURS (OR MORE)	4%
ABOUT TWO HOURS	14%
ABOUT ONE HOUR	34%
LESS THAN ONE HOUR	37%
NONE	11%

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30. TVWATCH (STUDENT TIME SPENT WATCHING TELEVISION)

FROM THE TIME YOU GET HOME FROM SCHOOL UNTIL YOU GO TO BED, HOW MUCH TIME DO YOU USUALLY SPEND WATCHING T.V.?

These item replies can be compared to statewide item replies given on Table 6

ABOUT FIVE HOURS (OR MORE)	25%
ABOUT FOUR HOURS	17%
ABOUT THREE HOURS	24%
ABOUT TWO HOURS	24%
ABOUT ONE HOUR (OR LESS)	11%

****

31. PAREXP (STUDENT PERCEPTION OF PARENTAL EXPECTATIONS)

WHAT DO YOUR PARENTS ENCOURAGE YOU TO DO?

TO BE ONE OF THE BEST STUDENTS IN THE CLASS	15%
TO BE AN ABOVE AVERAGE STUDENT IN THE CLASS	36%
TO BE AT LEAST AN AVERAGE STUDENT	39%
TO DO JUST WELL ENOUGH TO GET BY	5%
I CAN'T SAY	5%

HOW MUCH SCHOOLING DO YOUR PARENTS EXPECT YOU TO COMPLETE?

BEYOND COLLEGE GRADUATION	6%
GRADUATION FROM COLLEGE	32%
SOME COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING	9%
GRADUATION FROM HIGH SCHOOL	51%
SOME HIGH SCHOOL	2%

****

32. EDEXPECT (STUDENT EDUCATIONAL EXPECTATIONS)

HOW FAR DO YOU EXPECT TO GO IN SCHOOL?

BEYOND COLLEGE GRADUATION	10%
GRADUATION FROM COLLEGE	32%
SOME COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING	19%
GRADUATION FROM HIGH SCHOOL	35%
SOME HIGH SCHOOL	3%

****

33. STEACHEX (STUDENT PERCEPTION OF TEACHER EXPECTATIONS)

WHAT DO YOUR TEACHERS EXPECT YOU TO BE?

ONE OF THE BEST STUDENTS IN THE CLASS	7%
ABOVE AVERAGE IN THE CLASS	23%
AT LEAST AN AVERAGE STUDENT	14%
A BELOW AVERAGE STUDENT	25%
DON'T KNOW	32%

SUMMARY OF CRITERION REFERENCED INFORMATION

PERCENT OF STUDENTS SHOWING POSITIVE ATTITUDES OR DEMONSTRATING KNOWLEDGE AT THREE CRITERION LEVELS

For example for Goal I
One third = 3 items out of 8 items in favorable way
More than one half = 5 items out of 8 items in favorable way
Two thirds = 6 items out of 8 items in favorable way

GOAL	AREA NAME	CRITERION LEVELS: ONE THIRD STATE	ONE THIRD LOCAL	ONE HALF STATE	ONE HALF LOCAL	TWO THIRDS STATE	TWO THIRDS LOCAL
I	SELF-ESTEEM	94%	94%	72%	68%	55%	51%
II	UNDERSTANDING OTHERS	83%	81%	58%	53%	50%	45%
III-R	BASIC SKILLS: READING	82%	90%	53%	63%	43%	48%
III-W	BASIC SKILLS: WRITING SKILLS	92%	95%	70%	76%	49%	51%
III-M	BASIC SKILLS: MATHEMATICS	83%	90%	54%	63%	34%	40%
IV	INTEREST IN SCHOOL AND LEARNING	86%	81%	65%	57%	51%	42%
V-A	SOCIETAL RESPONSIBILITY	77%	73%	40%	36%	29%	24%
V-K	KNOWLEDGE OF LAW/GOVERNMENT	83%	86%	60%	65%	35%	36%
VI	HEALTH AND SAFETY PRACTICES	93%	91%	64%	60%	51%	49%
VII	CREATIVE ACTIVITIES	76%	75%	51%	45%	38%	34%
VIII	CAREER AWARENESS	84%	86%	56%	60%	39%	44%
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS	59%	48%	27%	21%	14%	10%
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	79%	84%	51%	55%	32%	30%
X	INFORMATION USAGE	71%	70%	36%	40%	20%	22%

ITEM FREQUENCY ANALYSIS FOR GOAL I SELF-ESTEEM

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
A						
	1	0	13*	64	16	6
	2	0	19	40	33	7*
	3	1	12*	76	9	1
	4	0	7	18	67	7*
	5	1	10	27	55	6*
	6	1	24*	57	12	6
	7	0	6	10	70	13*
	8	0	3*	69	21	7
B						
	1	0	8*	40	38	14
	2	0	8	20	45	28*
	3	2	18	34	35	11*
	4	0	26*	52	15	6
	5	0	8	18	60	14*
	6	0	15	15	43	26*
	7	2	9*	32	46	11
	8	2	6	12	52	28*
C						
	1	0	8*	58	26	9
	2	0	6	11	59	24*
	3	0	8*	44	39	9
	4	0	26*	41	24	9
	5	0	8	27	33	32*
	6	0	9	23	52	17*
	7	0	15*	62	18	5
	8	0	3	11	52	35*
D						
	1	0	9*	64	22	4
	2	0	7	15	43	34*
	3	1	1*	54	28	15
	4	0	1	21	39	39*
	5	0	18	37	36	9*
	6	0	10*	60	24	6
	7	1	15	33	39	12*
	8	0	6	21	40	33*

NUMBER OF STUDENTS REPLYING: FORM A (N= 67) FORM B (N= 65) FORM C (N= 66) FORM D (N= 67)

TOTAL SCALE RELIABILITY ESTIMATE= 0.83 PERCENTAGE OF OMITS= 0.4%

The asterisk (*) indicates the most favorable end of the continuum

(This page is a sample of the affective goal item response data pages and the Goal X page which follows is a sample of the cognitive pages. Pages 10-23 have been deleted to conserve space.)

ITEM FREQUENCY ANALYSIS FOR GOAL X INFORMATION USAGE

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
A						
	1	3	10	16	54*	16
	2	1	15	21	15	48*
	3	0	18	33	16	33*
	4	0	9	22	55*	13
	5	0	18	15	18	49*
	6	0	46*	25	12	16
	7	0	36	13	39*	12
	8	0	16	12	39	33*
B						
	1	0	12	21	5	62*
	2	0	15	20*	38	27
	3	0	11	47	35*	8
	4	0	9	14	17	61*
	5	0	33*	23	27	17
	6	0	5	67*	21	8
	7	0	14	14	24	48*
	8	0	20*	33	29	18
C						
	1	0	7	21	40*	31
	2	0	36	33*	21	10
	3	0	18	16	45*	21
	4	0	12	24	55*	9
	5	0	12	73*	3	12
	6	0	24	48*	27	1
	7	0	21	10	51*	18
	8	0	9	21	60*	10
D						
	1	0	31	10	7	51*
	2	0	16	12	16	55*
	3	0	6	73*	12	9
	4	0	19	10	67*	3
	5	0	12	58*	13	16
	6	0	19	31*	42	7
	7	0	18	30	40*	12
	8	0	12	25	33	30*

NUMBER OF STUDENTS REPLYING: FORM A (N= 67) FORM B (N= 66) FORM C (N= 67) FORM D (N= 67)

TOTAL SCALE RELIABILITY ESTIMATE= 0.86 PERCENTAGE OF OMITS= 0.1%

The asterisk (*) indicates the correct response

APPENDICES

PENNSYLVANIA DEPARTMENT OF EDUCATION
EDUCATIONAL QUALITY ASSESSMENT
TEACHER QUESTIONNAIRE

School Name _____ District Name _____

INSTRUCTIONS: Information received will be aggregated and reported in terms of relationships to student achievement. No individuals can be identified, thus no individual information will be reported. Please respond to the items by blackening the circles. USE A NO. 2 PENCIL ONLY.

1. Are you a classroom teacher (i.e. spend more than 50% of your school time in classroom instruction)?
   - Ⓐ Yes
   - Ⓑ No

2. Where did you graduate from high school? 4 TLOCALE
   - Ⓐ In or within 30 miles of the boundaries of this school district
   - Ⓑ More than 30 miles but less than 100 miles from the present boundaries of this school district
   - Ⓒ One hundred miles or more from the boundaries of this school district

3. In your teaching situation, how satisfied are you with your relationships with parents and parent groups? 5 TSATPAR
   - Ⓐ Very Satisfied
   - Ⓑ Somewhat Satisfied
   - Ⓒ Somewhat Dissatisfied
   - Ⓓ Very Dissatisfied

4. Which of the following best describes your level of formal education? 6 TEDUC
   - Ⓐ No degree
   - Ⓑ Bachelor's degree
   - Ⓒ Master's degree or equivalency
   - Ⓓ Master's degree plus one year
   - Ⓔ Doctor's degree

		ELEMENTARY TEACHERS ONLY	
5. Including this year, how many years of teaching experience do you have? 7 TEXPER	6. What is your average **class** size? (Exclude supervisory duties such as study hall.) 8 CLSIZE	7. During the typical school **week**, about how many hours does your average student spend in direct instruction of reading skills?* 9 READTIME	8. During the typical school **week**, about how many hours does your average student spend in formal math instruction?* 10 MATHTIME
⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

*If you are not involved in these areas, please leave blank.

INSTRUCTIONS: Each of the following items is a problem for some teachers in some schools. Check the degree to which each one is a problem to you in your current assignment by using these definitions: Not a problem—has little or no effect on student performance; Moderate problem—has only limited effect on student performance; Serious problem—has considerable effect on student performance; Critical problem—has crucial effect on student performance.

A = Not a Problem
B = Moderate Problem
C = Serious Problem
D = Critical Problem

		VARIABLE*
1.	The students in this school aren't really interested in learning	Ⓐ Ⓑ Ⓒ Ⓓ 12
2.	Too many of my students are indifferent to school	Ⓐ Ⓑ Ⓒ Ⓓ 12
3.	There are too few activities which recognize the talent of our students	Ⓐ Ⓑ Ⓒ Ⓓ 11
4.	The different races or ethnic groups don't get along well together	Ⓐ Ⓑ Ⓒ Ⓓ 13
5.	There is little emphasis on vocational development	Ⓐ Ⓑ Ⓒ Ⓓ 11
6.	There is no time or place for students and teachers to interact outside of the classroom	Ⓐ Ⓑ Ⓒ Ⓓ 11
7.	Not enough teachers are involved in helping students overcome problems	Ⓐ Ⓑ Ⓒ Ⓓ 11
8.	Not enough teachers actively participate in extracurricular activities	Ⓐ Ⓑ Ⓒ Ⓓ 11
9.	There is not enough parent-teacher interaction	Ⓐ Ⓑ Ⓒ Ⓓ 12
10.	Too many parents take little or no interest in their children's school work	Ⓐ Ⓑ Ⓒ Ⓓ 12
11.	The quality of teacher-parent interaction is not good	Ⓐ Ⓑ Ⓒ Ⓓ 12
12.	When a problem arises involving a community group, the teachers have little input into the solution	Ⓐ Ⓑ Ⓒ Ⓓ 12
13.	The parents do not support what the school does	Ⓐ Ⓑ Ⓒ Ⓓ 12
14.	The parents do not place a high value on education	Ⓐ Ⓑ Ⓒ Ⓓ 12
15.	Students in this school have poor study habits	Ⓐ Ⓑ Ⓒ Ⓓ 12
16.	The achievement levels of my students are too heterogeneous	Ⓐ Ⓑ Ⓒ Ⓓ 13
17.	Health and nutrition problems seem to affect the learning of my students	Ⓐ Ⓑ Ⓒ Ⓓ 13
18.	The emphasis on athletics in this school disrupts classroom learning	Ⓐ Ⓑ Ⓒ Ⓓ 13
19.	The competition for grades at this school puts too much pressure on students	Ⓐ Ⓑ Ⓒ Ⓓ 13
20.	My students are chronically absent from school	Ⓐ Ⓑ Ⓒ Ⓓ 13
21.	Physical facilities of this school limit the kinds of programs provided for students	Ⓐ Ⓑ Ⓒ Ⓓ 14
22.	I work with too many students each day	Ⓐ Ⓑ Ⓒ Ⓓ 14
23.	Lack of freedom to teach the way I want to makes me less effective with my students	Ⓐ Ⓑ Ⓒ Ⓓ 14
24.	Teachers have little control over matters such as textbook selection, curriculum and instructional programs	Ⓐ Ⓑ Ⓒ Ⓓ 14
25.	When new curriculum programs are initiated, I am not consulted or trained	Ⓐ Ⓑ Ⓒ Ⓓ 14
26.	There are too many outside interruptions during class periods	Ⓐ Ⓑ Ⓒ Ⓓ 13
27.	I have to spend too much time on non-instructional duties	Ⓐ Ⓑ Ⓒ Ⓓ 13
28.	My teaching is limited by the quality of or lack of instructional equipment and materials	Ⓐ Ⓑ Ⓒ Ⓓ 14
29.	Having to teach special education students in regular classes is a problem	Ⓐ Ⓑ Ⓒ Ⓓ 14
30.	The support staff in this school is not cooperative	Ⓐ Ⓑ Ⓒ Ⓓ 15
31.	The teachers don't seem to be able to work well together	Ⓐ Ⓑ Ⓒ Ⓓ 15
32.	There is too little teacher input in solving administrative problems	Ⓐ Ⓑ Ⓒ Ⓓ 14
33.	There is little interaction among teachers in this school, i.e. everyone is doing his/her own thing	Ⓐ Ⓑ Ⓒ Ⓓ 15
34.	In-service education provided by the district does not meet my needs	Ⓐ Ⓑ Ⓒ Ⓓ 14
35.	Too much time is spent on discipline problems	Ⓐ Ⓑ Ⓒ Ⓓ 16
36.	The values held by the students are in conflict with those of the school	Ⓐ Ⓑ Ⓒ Ⓓ 16
37.	Too little support on discipline is provided by administrators	Ⓐ Ⓑ Ⓒ Ⓓ 16
38.	Too little support on discipline is given by the parents	Ⓐ Ⓑ Ⓒ Ⓓ 16
39.	Disruption of my class(es) by students is a continuing frustration	Ⓐ Ⓑ Ⓒ Ⓓ 16

*11. EXTRACT 12. TRELATE 13. DISRUPT 14. INFLUENC 15. TSTAFF 16. DISCPROB

APPENDIX B

TIPS FOR WORKING WITH THE NEWS MEDIA*

1. Accuracy is absolutely essential in all information given to the news media. Double check names (including spellings), dates, places, statistics, and other data before submitting material to the media.

2. Be concise in stating your message, but still give enough details to explain your points and to create a story that makes sense. Use the traditional who, what, when, where, and why elements. Credit sources of opinions and factual statements, using direct quotations where appropriate.

3. Follow all standard procedures for the physical preparation of news releases, such as typing, double-spaced, on one side of the page only, etc. Wherever possible, give information in written form rather than verbally. Proofread every press release carefully; find even the smallest errors and correct them very neatly. Never send carbon copies to the media, but always keep a carbon of each release on file in case verification of facts is necessary later.

4. If you lack the personnel or skills to write a press release in story form, prepare a well-organized fact sheet giving all details in logical order.

5. Remember news reporters usually are not trained educators. Keep your information understandable. If terminology or statistics are confusing, your story may be ignored or written inaccurately. Expect to have your releases condensed and/or rewritten by media staff members.

6. Analyze the media staffing patterns and direct your information to the person most likely to handle your story. Be prepared for inquiries initiated by education editors or reporters with larger media outlets; they will not necessarily wait to hear from you.

7. Avoid using "pull" with the media executives, but if you really do need help in determining which department or staff member is best able to handle your story, consult the managing editors or station managers. Always be fully cooperative in following through with staff members.

8. Do a thorough job of providing information so that your story does not cost the media much in terms of time, energy or money.

9. Editors aim to maintain their objectivity. Never try to pressure them by telling them they "must" cover a particular story. Make your information vital enough so that the importance of the story is obvious.

10. Treat the news media equally. Strong resentment can result when one newspaper, for example, is deliberately given an "exclusive." Other media may ignore subsequent stories, and even the favored outlet may lose respect for the source of the information. On the other hand, the reporter who asks for an exclusive feature story on a special angle he has researched himself is entitled to it, and his request should be respected.

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*Excerpted from *Keeping the Public Informed: Accent on Accountability*. Cooperative Accountability Project, Denver, Colorado.

11. Whenever possible, news releases should be designed specifically for a particular newspaper, radio or television station, keeping in mind their individual format and style of coverage.

12. The editorial policy of a newspaper, radio or television station seldom can be changed. Attempts to "direct" editorial policy are doomed to failure. Provide complete and accurate information; don't try to dictate a point of view.

13. Always provide the name and telephone number of a knowledgeable person who may be contacted by the media if they have questions about your story or want additional information.

Specificity and Detail Can Vary

Without hiding information, one can be less specific in communicating results than were the reports. A solution to this problem is to report district scores by quartiles rather than percentiles. (One could just as well use quintiles, deciles, stanines or any other means of standardizing scores). This is a perfectly honest, legitimate reporting procedure, particularly when the audience will read undue significance to one school's being at the 14th percentile and another's being at the 21st. It can also minimize the pitting of one school against another, which is *not* the purpose of the assessment. The purpose is to give decision-makers *information* about their schools.

Not every number in every report can or must be communicated to every audience. There is no doubt that one of the strengths of the report is its thoroughness and many feel any abridgment will weaken it. But a central office administrator, or whoever is charged with the task, must face the fact that the potential audiences, being statistically less sophisticated, may not comprehend (and, worse, may misunderstand) all the information. The presenter must also face the fact that every audience may not be all that interested in the total school picture that the report presents. Many teachers, particularly at the secondary level, whether by training or inclination, take a narrow view of their role: *My job is to teach physics, not citizenship.* To the extent such attitudes exist, individual teachers may be less fascinated with the report than their principal.

Releases Should Be Coordinated

In the past, some districts have shared results with the school board but not informed their faculties. When questioned, teachers were ignorant *(What assessment report?)* and resented being left in the dark. The reverse can be equally true. For example, one district in which a faculty member was married to a board member, took home a handout which the board had not yet seen. All audiences should be informed as close to the same time as possible. When one audience gets results, in effect, the others do too–at least indirectly.

Along with coordinated timing, one must have coordinated content–sharing the good and the bad, and not playing one audience against another. One cannot, for example, select all the positive results to present to the board and select all the negative findings to use as a weapon against a faculty or a teachers' association.

One other factor to consider is your knowing what nearby districts are doing. If a neighboring district issues a press release, and you have not yet considered a plan of action, you are in an unenviable position. It is ideal to check with your colleagues and cooperate on timing and content of these releases.

APPENDIX C

NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS